



MURRUMBIDGEE

Regional High School

**THE HIGHER SCHOOL
CERTIFICATE**

*An Information Package
for Students*

**Preliminary Course 2022
HSC Course 2023**



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FOREWORD

Dear Year 10 students, Parents and Caregivers,

Murrumbidgee Regional High School commenced operation on the first day of 2019. It brought together two great schools, Griffith and Wade, into one comprehensive, co-educational school. Our school will focus on achieving outstanding student outcomes. Our school will pride itself on developing outstanding citizens who have a strong sense of empowerment and add value to society.

I would like to thank you for choosing Murrumbidgee Regional High School as your school. In the next two years you will have the opportunity to enjoy the very highest standards of academic, sporting and cultural success.

This booklet contains the subject and assessment information for your Preliminary courses in 2022. Please ensure that you read the information inside carefully. As your Principal I am required to certify that you have

satisfactorily completed the program of study for your Preliminary and HSC course. The following guidelines have been developed to ensure that every student has the opportunity to perform to the best of their ability over the next two years.

You should keep this booklet in a safe place and refer to it regularly. Create your own yearly planner with all your assessment tasks clearly marked. A task does not have to be a formal assessment task to warrant a serious response from you. You cannot gain a Preliminary or Higher School Certificate just by completing the assessment tasks. You will need to apply yourself diligently and work with sustained effort throughout the duration of your course. Your attendance and application must be regular and genuine.

Please carefully note the rules in relation to malpractice, mobile phones and electronic devices. If and when you need help at any time do not hesitate to seek assistance from me, your year advisor, our counsellors, or any of our staff.

Students have many expectations of senior school. They expect positive relationships with peers and staff, recognition of their status as emerging adults and courses which provide exciting learning opportunities. Staff and parents expect students to commit to their studies, balance their school and personal lives and embrace the values and standards of the school and the community. When both parties meet these expectations there is a guarantee of success and reward.

I want to wish you well in your studies and encourage you to work hard to achieve your best possible result in your senior years at Murrumbidgee Regional High School. You are lucky to attend such a great school. Be positive and optimistic about your future. This is the start of a wonderful journey for you and one you will never forget. Remember the words of Nelson Mandela -

"Education is the most powerful weapon which you can use to change the world".

Good luck,

Mr. David Crelley
Executive Principal

We acknowledge the Wiradjuri people, the traditional custodians of the land on which we work and learn together

INFORMATION ABOUT THE HSC

General Information

This is your introduction to the HSC and the many options now available.

The HSC in 2022-2023

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.

Courses are linked to further education and training.

- ▶ Extension courses (including undergraduate university courses) will enable students to undertake more in-depth study in areas of special interest.
- ▶ Vocational Education and Training courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.

The HSC includes life skills courses for students with special education needs.

The HSC fairly assesses each student's knowledge and skills.

If you meet the minimum standard expected in a course you will receive a mark of 50 in the HSC. If you have a higher standard of performance, you will receive a higher mark.

For each course, you will receive easy-to-understand reports which contain a great deal of information. These reports provide clear indications of what you have demonstrated you know, understand, and can do in each course.

WHAT TYPES OF COURSES CAN I SELECT?

There are different types of courses that you can select in Years 11 and 12.

Board Developed Courses

These courses are developed by the NSW Education Standards Authority (NESA). For each course the following information is available:

- the course objectives, structure, content and outcomes
- the course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

Detailed information for each course can be found on the NESA website.

All students entered for the HSC who are studying Board Developed Courses follow these syllabuses.

All of these courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses

There are two types of Board Endorsed Courses - Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.
- Schools may also design courses in order to meet student needs. These courses must be approved by NESA.
- There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Board Developed or Board Endorsed:

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which 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 or a simulated workplace at school. 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.

A maximum of 2 units from Board Developed VET courses can count in the calculation of an ATAR. Further

information about VET courses:

- a) From page 66 of this booklet
- b) NESAs Website
 - i. Select from Vocational Education
 - ii. Select "VET Curriculum Frameworks"

Studying a VET course as a School Based Traineeship:

- A School Based Traineeship is a work based training program for students undertaking a VET course as part of their HSC. It combines paid "on the job" work with structured training. Training may be provided by the school, TAFE, or a private Training Provider.
- The Traineeship provides an industry recognised national qualification and the formal training component provides HSC credit.
- A School Based Traineeship prepares participants for a career in a particular industry. School Based trainees can gain an important advantage in seeking a future job, as well as in developing commitment to work tasks and training skills.
- A School Based Traineeship is NOT a replacement for school.
- Students enrolling in VET courses offered for 2022/2023 have the option of applying for a matching traineeship. There are a wide range of courses available, including: Business Services, Information Technology, Metals and Engineering, Primary Industry, Retail and Hospitality as well as a number of other areas such as Tourism, Automotive and Local Government.
- Traineeships will only be available where a suitable local industry or business can provide employment. This can include the family farm.
- The School is not responsible for finding employment for students wishing to become School Based trainees but, together with the School Based Traineeship Coordinator, assistance can be available.

LIFE SKILLS COURSES AS PART OF A SPECIAL PROGRAM OF STUDY

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

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 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.

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

WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value.

Most courses are 2 unit
Some have a 1 unit value

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 units = 120 hours of study per year (3 hours per week)
= 100 marks in the HSC examination

1 unit = 60 hours of study per year
= 50 marks in the HSC examination

All 2 Unit courses have equal status

EXTENSION COURSE

Extension study is available in a number of subjects.

Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History, Music, some Languages and VET.

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.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 UNIT COURSE

There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:

- at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
- at least three courses of 2 units value or greater
- at least four subjects

At most 6 units of courses in Science can contribute to Higher School Certificate eligibility.

You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.

You must have sat for and made a serious attempt at the required Higher School Certificate examinations.

Additional information:

If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, *University Entry Requirements Year 10 Booklet*, (available from UAC) contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses

WHAT ARE CATEGORY A AND B COURSES?

All HSC Board Developed Courses are classified as Category A and Category B _courses by University Admissions Centre (UAC) for the calculation of an Australian Tertiary Admission Rank (ATAR).

Category A Courses are the non-vocational courses taught in schools

Category B Courses are VET Curriculum Frameworks

For the purpose of calculating the ATAR, no more than two units of the ten required can be included from Category B courses.

Category A Courses Offered by Murrumbidgee Regional High School

Aboriginal Studies	Industrial Technology-Timber, Metal, Graphics
Agriculture	Information Processes and Technology
Ancient History	Legal Studies
Biology	Mathematics
Business Studies	Mathematics Standard 1
Chemistry	Mathematics Standard 2
Community and Family Studies	Mathematics Extension 1 & 2
Design and Technology	Modern History (HSC Extension option)
Drama	Music 1
Earth and Environmental Science	Music 2 (HSC Extension option)
Economics	PD/Health/PE
Engineering Studies	Physics
English Studies	Investigating Science
English Standard	Society and Culture
English Advanced	Software Design and Development
English Extension 1	Studies of Religion
Food Technology	Textiles and Design
Geography	Visual Arts

Languages - French Beginners, French Continuers, German Beginners, German Continuers, Italian Beginners & Italian Continuers

VOCATIONAL EDUCATION AND TRAINING (VET)

CATEGORY B COURSES - VET Curriculum Frameworks

NESA has developed curriculum frameworks for a number of industry areas. Within each framework there are a number of courses. You must undertake a work placement to complete these courses successfully.

Courses in the VET Curriculum Frameworks can be studied as Preliminary and/ or HSC courses.

All 240-hour courses in each framework have a written examination which students can choose to undertake so that the result can be included in the calculation of the ATAR. For the purpose of calculating the ATAR, only two units of the ten required can be included from Category B courses.

(NB. Only 2 units from these courses can be used for the calculation of an ATAR)

CONTENT ENDORSED COURSES

(Other than vocational CEC's) in 2022

Course
Computing Applications
Photography, Video and Digital Imaging Ceramics
Sport, Lifestyle and Recreation Studies
Visual Design
Work Studies
Life Numeracy
Ceramics

Exclusions applying to Content Endorsed Courses are listed in the course descriptions in part 2 of this booklet with the relevant CEC course description.

TAFE DELIVERED BOARD ENDORSED COURSES

Griffith TAFE is offering a range of Board Endorsed Course's. These courses do not contribute to an ATAR. It should be noted that courses listed in this booklet may not run if there are insufficient numbers to form a class.

Block courses

Block Courses are completed in 3 x 1 week sessions conducted during the Easter break, July and October holiday breaks.

Details are at the back of this booklet. Please see Mr Lane for details about these courses.

HSC COURSE NOTES

These notes refer to the list of courses

1. From the English and Mathematics subjects offered you may select one course only from each of these subject groups.
2. A number of subjects include a requirement for the development of project work for either internal or external assessment - Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. For example:
 - a. Visual Arts,
 - b. Drama,
 - c. Industrial Technology
 - d. Others
3. Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
4. Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit.
5. Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History.
6. Students can study an extension unit in Science in Year 12. Any science-based course in Year 11 can be used as a prerequisite for Extension Science in Year 12.
7. Of the 12 Preliminary and 10 HSC units required for the Higher School Certificate no more than 6 Preliminary units and 7 HSC units of Science can be included. You must study Music Course 2 if you wish to study HSC Music Extension.

Additional information about courses and the HSC is available on the NESA Website:

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

ASSESSMENT AND REPORTING

The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.

The other 50% will come from the HSC examination.

Your HSC mark for 2 unit courses will be reported by NESA on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 - 100 will correspond to the highest level of achievement.

On satisfactory completion of your HSC you will receive a portfolio containing:

The HSC Testamur

(The official certificate confirming your achievement of all requirements for the award.)

The Record of Achievement

(This document lists the courses you have studied and reports the marks and bands you have achieved.)

Course Reports

For every HSC Board Developed Course (except VET courses) you will receive a Course Report showing your Grade, the Performance Scale and the band descriptions for that course.

Your Year 12 Final Report will include:

- *Grade*
- *Examination Rank and Assessment Rank*
- *Areas of Assessment*
- *Personal Profile*
- *A Comment*

HOW TO CHOOSE YEAR ELEVEN SUBJECTS

You will be able to drop units when moving from the Preliminary into the HSC course, though this may not be desirable. It is vital that you choose your subjects carefully to ensure that your interests and achievements can be maximised over the two year period.

The following steps should be used as a checklist when selecting subjects:

1. Discuss possible career paths with your parents.
2. Identify your career requirements with the Careers Adviser.
3. Read this book and the NESA website carefully.
4. Decide the most appropriate course of study ('pathway') for your interests and requirements.
5. Make sure your pattern of subjects satisfies the requirements for an HSC.
6. Use the experts (Year Adviser, Deputy Principals, Head Teachers, Careers Adviser and Classroom Teachers) to ensure you have chosen the appropriate subject and level.
7. Check that you meet all the prerequisites for tertiary study if you intend to go to university.
8. Be prepared to change your choices at this stage. Be realistic in considering your study commitments, time availability and other responsibilities.

REMEMBER

DO

1. Select the subjects you are good at.
2. Select the subjects you enjoy.
3. Select the subjects you need to meet your future goals.

DO NOT

1. Select subjects based on your friends' choices.
2. Select subjects based on who the teacher

ATAR REQUIREMENTS

What is the ATAR?

The Australian Tertiary Admission Rank (ATAR) is calculated by the institutions and released by the Universities Admissions Centre (UAC). It provides a measure of overall academic achievement in the HSC that assists institutions to rank applicants for tertiary selection.

Admission to most tertiary courses is based on the ATAR.

Other criteria such as portfolio, interview, audition, or questionnaire may also be considered in conjunction with the ATAR for certain courses.

Who receives an ATAR?

HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice from UAC at about the same time they receive their HSC results from the NESA.

An ATAR, however, is not shown on all ATAR advice notices. This can be because:

- you achieved an ATAR between 0.00 and 30.00 - in this case, your ATAR will be reported as '30.00 or **less**'; or
- you do not meet the ATAR rules - in this case, the statement 'Not eligible' will appear on your ATAR Advice (see ATAR rules below).

Rule 1 - Eligibility

To be eligible for ATAR you must satisfactorily complete at least ten units of Board Developed courses including at least two units of English.

Board Developed courses must include at least three courses of two units or greater and at least four subjects.

Rule 2-Calculation of the ATAR

Your ATAR will be based on an aggregate of scaled marks in ten units of Board Developed courses comprising:

- your best two units of English; and
- your best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included

subject to the following restrictions and conditions:

- You must satisfactorily complete English.
- You may accumulate courses over a period of no more than five years.
- If you repeat a course, only the last satisfactory attempt will be used in the calculation of your ATAR.
- If you enrol in a repeat course and subsequently withdraw, either officially by advising your principal or NESA or unofficially by non-attendance at the appropriate examination, you will be considered as not having completed the course and it will be regarded as a non-satisfactory attempt - in this case, the mark from your previous satisfactory attempt in the course will be available for inclusion in your ATAR.

What is satisfactory completion?

You will be considered to have satisfactorily completed the course if, in your school principal's view, there is sufficient evidence that you have:

- followed the course developed by the Board;
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Receiving a mark for a course on your Record of Achievement issued by the Board of Studies is an indication that you have satisfactorily completed the course.

SUBJECT CONTRIBUTIONS - YEAR 11-12 MURRUMBIDGEE REGIONAL HIGH SCHOOL

The general school contribution is \$100 for Year 11 and \$100 for Year 12.

In addition to the General Contribution paid to the school by all students, some subjects need to charge a Subject Contribution. This special levy is to cover the cost of materials used by a student in these subjects. Because the material costs and amounts used varies from subject to subject, subject contribution also vary.

When you choose a subject from the list below you make a commitment to pay the subject contribution costs.

Students Assistance Scheme money may be available if you are having difficulty covering these costs. Submissions are made to the Principal

	Year 11	Year 12
Ceramics	\$50.00	\$50.00
Design & Technology	\$50.00	\$50.00
Food Technology	\$100.00	\$100.00
Hospitality (VET) startup cost: <ul style="list-style-type: none"> • Equipment kit range from \$65.00 to \$100.00 new. • Kit hire \$25 per year with \$15 refund on return • Uniform New approx. \$80-100.00 • Students must wear black closed in leather shoes. 	\$110.00 Plus cost of uniform and equipment	\$80.00
Industrial Technology -Timber and Furniture Product, Metal and Engineering. Year 12 also pay for cost major work.	\$50.00	\$50.00
Graphics Technologies/ Multimedia	\$20.00	\$20.00
Information Processes and Technology	\$25.00	\$25.00
Information Technology (VET)		
Music	\$50.00	\$50.00
Photography, Video & Digital Imaging (CEC) \$25 of this fee must be paid before starting this course. The balance must be paid by the end of Term 1.	\$80.00	\$80.00
Primary Industries (VET)	\$80.00	\$80.00
Textiles and Design Students pay the cost of major works.	\$40.00	\$40.00
Visual Art Year 12 also pay for cost major work.	\$70.00	\$70.00
Visual Design	\$40.00	\$40.00

COURSE DESCRIPTIONS OF CATEGORY A COURSES

All of these courses
count towards
AN ATAR

ENGLISH STANDARD

Course No: 15130

2 units for Year 11 (Preliminary) and Year 12 (HSC) - Board Developed Course.

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

Course Description

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

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

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

Year 11- The course has two sections:

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

Year 12 - The course has two sections:

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

Course Requirements

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

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

Year 11- Students are required to study:

- one complex multimodal or digital text in Module A (this may include the study of film)
- one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

Year 12 - Students are required to study:

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

ENGLISH ADVANCED

Course No: 11140

2 units for Year 11 (Preliminary) and Year 12 (HSC) - Board Developed Course.

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

Course Description

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

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

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

Year 11 - The course has two sections:

Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.

- Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

Year 12 - The course has two sections:

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

Course Requirements

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

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

Year 11 - Students are required to study:

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

Year 12 - Students are required to study:

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

ENGLISH EXTENSION

Course No: *Extension 115160* Course No: *Extension 2 15170*

1 unit for Year 11 {Preliminary} and Year 12 (HSC) - Board Developed Course.

Prerequisites:

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

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

Course Description

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

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

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

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

Year 11

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

Year 12

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

The electives are

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

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

Course Requirements

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

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

Year 11

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project

Year 12

In the English Extension 1 course students are required to study:

- at least three prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019-2023 document)
- at least TWO related texts

In the English Extension 2 course students are required to:

- Complete a Major Work which involves students undertaking extensive Independent Investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement
- Students can choose to compose in ONE of the following forms:
 - short fiction
 - creative non-fiction
 - poetry
 - critical response-
 - script- short film, television, drama
 - podcasts-drama, storytelling, speeches, performance poetry
 - multimedia

ENGLISH STUDIES

Course No: 30105

2 units for Year 11 (Preliminary) and Year 12 (HSC) - Board Developed course. Exclusions: English Advanced; English Standard; English EAL/D; English Extension

Course Entry Guidelines

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

Due to changes in the English Studies course, students considering choosing this course should be advised that:

- English Studies is now a Stage 6 Board Developed Course with an option at HSC examination.
- Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses.
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC.

Course Description

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

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

Year 11

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

Year 12

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

Course Requirements

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

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

Year 11 and Year 12

Students are required to:

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

Year 12

In addition to the above requirements, students in Year 12 only are required to:

study ONE text from the prescribed text list and one related text for the Common Module - Texts and Human Experiences

MATHEMATICS STANDARD 1

Course number(s): 11236 Mathematics Standard (2 units – Year 11), 15231 Mathematics Standard 1 (2 units – Year 12)

Optional examination: Mathematics Standard students who intend to undertake the optional HSC examination must also be enrolled in this course: 15232 Mathematics Standard 1 (2 units – Year 12)

Prerequisites:

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

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

Exclusions:

Students may **not** study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.

Course description

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

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.

What students learn

The study of Mathematics Standard 1 in Stage 6:

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

Year 11 course

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics.

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12 course

The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic 'Networks'. The Topics and Subtopics are:

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Right-angled Triangles
- Rates

- Scale Drawings

Topic: Financial Mathematics

- Investment
- Depreciation and Loans

Topic: Statistical Analysis

- Further Statistical Analysis

Topic: Networks

- Networks and Paths

MATHEMATICS STANDARD 2

Course number(s): 11236 Mathematics Standard (2 units – Year 11), 15236 Mathematics Standard 2 (2 units – Year 12)

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

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

Exclusions:

Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.

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

Course description

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

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

What students learn

The study of Mathematics Standard 2 in Stage 6:

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

Year 11 course

The Mathematics Standard Year 11 course comprises four Topics, with the Topics divided into Subtopics.

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis

- Relative Frequency and Probability

Year 12 course

The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic 'Networks'.

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Non-right-angled Trigonometry

- Rates and Ratios

Topic: Financial Mathematics

- Investments and Loans

- Annuities

Topic: Statistical Analysis

- Bivariate Data Analysis

- The Normal Distribution

Topic: Networks

- Network Concepts

- Critical Path Analysis

MATHEMATICS ADVANCED

Course number(s): 11255 Mathematics Advanced (2 units – Year 11), 15255 Mathematics Advanced (2 units – Year 12)

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

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

Exclusions:

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

Course description

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

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

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

What students learn

The study of Mathematics Advanced in Stage 6:

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

Year 11 course

The Mathematics Advanced Year 11 course content comprises five Topics, with the Topics divided into Subtopics.

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

Year 12 course

The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic 'Financial Mathematics' in place of 'Exponential and Logarithmic Functions'.

Topic: Functions

- Graphing Techniques

Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

Topic: Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

Topic: Financial Mathematics

- Modelling Financial Situations

Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

MATHEMATICS EXTENSION 1

Course number(s): 11250 Mathematics Extension (1 unit – Year 11), 15250 Mathematics Extension 1 (1 unit – Year 12)

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

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

Exclusions:

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

Course description

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

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

All students studying the Mathematics Extension 1 course will sit for an HSC examination.

What students learn

The study of Mathematics Extension 1 in Stage 6:

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

Year 11 course

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics.

Topic: Functions

- Further Work with Functions
- Polynomials

Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Topic: Calculus

- Rates of Change

Topic: Combinatorics

- Working with Combinatorics

Year 12 course

The Mathematics Extension 1 Year 12 course content includes the Topics 'Trigonometric Functions' and 'Calculus' continued from Year 11 and introduces three different Topics.

Topic: Proof

- Proof by Mathematical Induction

Topic: Vectors

- Introduction to Vectors

Topic: Trigonometric Functions

- Trigonometric Equations

Topic: Calculus

- Further Calculus Skills
- Applications of Calculus

Topic: Statistical Analysis

- The Binomial Distribution

MATHEMATICS EXTENSION 2

Course number: 15260 Mathematics Extension 2 (1 unit – Year 12)

Prerequisites: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced Year 12 course and the Mathematics Extension 1 Year 12 course.

Exclusions:

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

Course description

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.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum.

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

What students learn

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

Year 12 course

The Mathematics Extension 2 course comprises five Topics, with the Topics divided into Subtopics.

Topic: Proof

- The Nature of Proof
- Further Proof by Mathematical Induction
- Topic: Vectors
- Further Work with Vectors
- Topic: Complex Numbers
- Introduction to Complex Numbers
- Using Complex Numbers
- Topic: Calculus

- Further Integration
- Topic: Mechanics
- Applications of Calculus to Mechanics

BIOLOGY

Course No: 11030 Year 11 and 15030 Year 12

2.units for Year 11 (Preliminary) and Year 12(HSC).

Board Developed Course.

Exclusions: Nil

Course Description

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular

organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

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

Content

Year 11

The Year 11 course consists of four modules.

Module 1 Cells as the Basis of Life

Module 2 Organisation of Living Things

Module 3 Biological Diversity

Module 4 Ecosystem Dynamics

Year 12

The Year 12 course consists of four modules.

Module 5 Heredity

Module 6 Genetic Change

Module 7 Infectious Disease

Module 8 Non-infectious Disease and Disorders

Course Requirements

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

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

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

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

CHEMISTRY

Course No: 15050 Year 11 and 15050 Year 12
2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Exclusions: Nil

Course Description

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

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

Content

Year 11

The Year 11 course consists of four modules.

Module 1 Properties and Structure of Matter

Module 2 Introduction to Quantitative Chemistry

Module 3 Reactive Chemistry

Module 4 Drivers of Reactions

Year 12

The Year 12 course consists of four modules.

Module 5 Equilibrium and Acid Reactions

Module 6 Acid/base Reactions

Module 7 Organic Chemistry

Module 8 Applying Chemical Ideas

Course Requirements

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

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

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

EARTH AND ENVIRONMENTAL SCIENCE

Course No: 11100- Year 11 and 15100- Year 12
2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Exclusions: Nil

Course Description

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

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

Content

Year 11

The Year 11 course consists of four modules.

Module 1 Earth's Resources

Module 2 Plate Tectonics

Module 3 Energy Transformations

Module 4 Human Impacts

Year 12

The Year 12 course consists of four modules.

Module 5 Earth's Processes

Module 6 Hazards

Module 7 Climate Science

Module 8 Resource Management

Course Requirements

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

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

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

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

PHYSICS

Course No: 11310- Year 11 and 15330 - Year 12

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Exclusions: Nil

Course Description

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

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

Content

Year 11

The Year 11 course consists of four modules.

Module 1 Kinematics

Module 2 Dynamics

Module 3 Waves and Thermodynamics

Module 4 Electricity and Magnetism

Year 12

The Year 12 course consists of four modules.

Module 5 Advanced Mechanics

Module 6 Electromagnetism

Module 7 The Nature of Light

Module 8 From the Universe to the Atom

Course Requirements

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

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

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

INVESTIGATING SCIENCE

Course No: 11215 - Year 11 and 15215 - Year 12

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Exclusions: Nil

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

Course Description

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

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

Content Year 11

The Year 11 course consists of four modules.

Module 1 Cause and Effect - Observing

Module 2 Cause and Effect- Inferences and Generalisations

Module 3 Scientific Models

Module 4 Theories and Laws

Year 12

The Year 12 course consists of four modules.

Module 5 Scientific Investigations

Module 6 Technologies

Module 7 Fact or Fallacy?

Module 8 Science and Society

Course Requirements

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

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

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

ANCIENT HISTORY

Course No: 11020- Year 11 and 15020 - Year 12

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Exclusions: Nil

Course Description

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

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

Content

Year 11

The Year 11 course comprises three sections.

- Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies')
Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.
- Features of Ancient Societies (40 indicative hours) Students study at least two ancient societies.
- Historical Investigation (20 indicative hours)

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

Year 12

The Year 12 course comprises four sections.

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

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

Course Requirements

Year 11

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

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

Year 12

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

- Egypt
- Near East
- China
- Greece
- Rome

MODERN HISTORY

Course No: 112070- Year 11 and 15270- Year 12

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Exclusions: Nil

Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919-1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

Content

Year 11

The Year 11 course comprises three sections.

- Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies')
Students undertake at least one option from 'The Nature of Modern History', and at least two case studies.
- Historical Investigation (20 indicative hours)
- The Shaping of the Modern World (40 indicative hours)

At least one study from 'The Shaping of the Modern World' is to be undertaken.

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

Year 12

The Year 12 course comprises four sections.

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

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

Course Requirements

Year 11

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

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

Year 12

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

ABORIGINAL STUDIES

Course No: 15000

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

The Year 11 course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

The Year 12 course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

Main Topics Covered

Year 11

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

Year 12

- Part I - Social Justice and Human Rights Issues (50%)
 - A: Global Perspective (20%)
- Global understanding of human rights and social justice AND
 - B: Comparative Study (30%)
A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- Part II - Case Study of an Aboriginal community for each topic (20%)
 - A: Aboriginality and the Land - The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses

OR

- B: Heritage and Identity - Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- Part III - Research and Inquiry Methods - Major Project (30%)
Choice of project topic based on student interest.

Particular Course Requirements

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

AGRICULTURE

Course No: 15010

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Year 11

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

Year 12

Core (80%)

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

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

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

Particular Course Requirements

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

BUSINESS STUDIES

Course No: 15040

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

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

Year 11

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

Year 12

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

COMMUNITY AND FAMILY STUDIES

Course No: 15060

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

Main Topics Covered

Year 11

- 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).

Year 12

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

HSC Option Modules

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

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

Particular Course Requirements

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

DESIGN AND TECHNOLOGY

Course No: 15080

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Year 11

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.

Year 12

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. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

DRAMA

Course No: 11090 - Year 11 and 15090 -Year 12

2 units for each of Preliminary and HSC

Board Developed Course

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

Year 11

Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

Preliminary course content comprises an interaction between the components of Improvisation, 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.

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

Year 12

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

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

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

Main Topics include:

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

Particular Course Requirements

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

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

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

Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Students selecting Drama are required to keep a logbook of the development of each of the components Group Performance and Individual Project.

ECONOMICS

Course No: 15110

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Main Topics Covered

Year 11

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

Year 12

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

ENGINEERING STUDIES

Course No: 15120

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

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

- Main Topics Covered

Year 11

Students undertake the study of 4 compulsory modules:

- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems
- one focus module relating to the field of Biomedical engineering.

Year 12

Students undertake the study of 4 compulsory modules:

- two application modules relating to the fields of Civil structures and Personal and public transport
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements

Engineering Report

Year 11

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

Year 12

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

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

FOOD TECHNOLOGY

Course No: 15180

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Year 11

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

Year 12

- 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.

GEOGRAPHY

Course No: 15190

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

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

Year 11

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

Year 12

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

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

Particular Course Requirements

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

INDUSTRIAL TECHNOLOGY-TIMBER OR METAL OR MULTIMEDIA OR GRAPHIC

Course No: 15200

2 units for each of Preliminary and HSC

Board Developed Course

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

Course Description

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

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

Main Topics Covered

Year 11

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

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

Year 12

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.

INFORMATION PROCESSES AND TECHNOLOGY

Course No: 15210

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Computing Applications CEC

Course Description

Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place, Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

Main Topics Covered

Year 11

- Introduction to Information Skills and Systems (20%)
- Tools for Information Processes (50%)
- Developing Information Systems (30%)

Year 12

- Project Management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)
- Option Strands (40%)-Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.

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.

The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.

LEGAL STUDIES

Course No: 15220

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

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

Year 11

- 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.

Year 12

- Core Part 1: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

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

Particular Course Requirements

No special requirements

MUSIC 1

Course No: 11280-Year 11 and 15290 - Year 12

2 units for each of Preliminary and HSC

Board Developed Course

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

Preliminary Course

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

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

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

HSC Course

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

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

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

Particular Course Requirements

HSC course

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

MUSIC 2

Course No: 11290 -Year 11 and 15300 - Year 12

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Music 1; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Year 11

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 one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.

In the Preliminary course, the Mandatory Topic is Music 1600-1900. The Additional Topic is chosen from a list of six topics which covers a broad range of styles, periods and genres.

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

Year 12

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 one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. The Additional Topic is chosen from a list of eight topics which covers a broad range of styles, periods and genres.

In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

Particular Course Requirements

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology.

Submitted works and performances are required to reflect the mandatory and additional topic studied in the HSC.

The additional topic studied in the HSC must be different to the topic studied in the Preliminary course.

Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work.

All students will be required to develop a composition portfolio for the core composition.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course No: 15320

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

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

Year 11

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

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

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

Year 12

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students complete **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 will complete two options in each of the Preliminary and HSC courses.

SOCIETY AND CULTURE

Course No: 15350

2 units for each of Preliminary and HSC

Board Developed Course

Exclusion: Nil

Course Description

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

Year 11

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

Year 12

Core

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

Depth Studies

Two to be chosen from:

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

Particular Course Requirements

Completion of Personal Interest Project. The Personal Interest Project draws on concepts and ideas from across the whole HSC course and draws together the interests, research skills and personal experiences of the student. Students are to use social and cultural research methods to complete their Personal Interest Project.

SOFTWARE DESIGN AND DEVELOPMENT

Course No: 15360

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Computing Applications CEC

Course Description

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

Year 11

- Concepts and Issues in the Design and Development of Software (30%)
 - Social and ethical issues
 - Hardware and software
 - Software development approaches
- Introduction to Software Development (50%)
 - Defining and understanding the problem
 - Planning and designing software solutions
 - Implementing software solutions
 - Testing and evaluating software solutions
 - Maintaining software solutions
- Developing software solutions (20%)

Year 12

- Development and Impact of Software Solutions (15%)
 - Social and ethical issues
 - Application of software development approaches
- Software Development Cycle (40%)
 - Defining and understanding the problem
 - Planning and design of software solutions
 - Implementing software solutions
 - Testing and evaluating software solutions
 - Maintaining software solutions
- Developing a Solution Package (25%)
- Options (20%)

Study one of the following options:

 - Programming paradigms

or

 - The interrelationship between software and hardware

Particular Course Requirements

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.

It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.

TEXTILES AND DESIGN

Course No: 15390

2 units for each of Preliminary and HSC

Board Developed Course

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

Course Description

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

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

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

Main Topics Covered

Year 11

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

Year 12

- 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.

VISUAL ARTS

Course No: 11380 - Year 11 and 15400 - Year 12

2 units for each of Preliminary and HSC
Board Developed Course

Year 11

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

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. Preliminary Course learning opportunities focus on:

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

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

Year 12

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

HSC Course learning opportunities focus on:

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

Particular Course Requirements Year 11

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

Year 12

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

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

STUDIES OF RELIGION II

Course No: 15380

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Studies of Religion I

Course Description

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Preliminary Course

- Nature of Religion and Beliefs
 - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Three Religious Traditions Studies from:
 - Buddhism, Christianity, Hinduism, Islam, Judaism
 - Origins
 - Principal beliefs
 - Sacred texts and writings
 - Core ethical teachings
 - Personal devotion/expression of faith/observance.
- Religions of Ancient Origin
 - The response to the human search for ultimate meaning in two religions of ancient origin from:
 - Aztec or Inca or Mayan
 - Celtic
 - Nordic
 - Shinto
 - Taoism
 - an Indigenous religion from outside Australia
- Religion in Australia pre-1945
 - The arrival, establishment and development of religious traditions in Australia prior to 1945.

HSC Course

- Religion and Belief Systems in Australia post-1945
 - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Three Religious Tradition Depth Studies from:
 - Buddhism, Christianity, Hinduism, Islam, Judaism
 - Significant people and ideas
 - Religious traditions and ethical teaching about bioethics or environmental ethics or sexual ethics
 - Significant practices in the life of adherents.
- Religion and Peace
 - The distinctive response of religious traditions to the issue of peace.
- Religion and Non-Religion
 - The human search for meaning through new religious expression, Non-religious worldviews and the difference between

FRENCH BEGINNERS

Course No: 15670

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: French Continuers; French Extension. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria.

Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Main Topics Covered

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

Particular Course Requirements: Nil

GERMAN BEGINNERS

Course No: 15700

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: German Continuers; German Extension

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

Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in German. Topics studied through two Interdependent perspectives, the personal world and the German-speaking communities, provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture. Students' skills in, and knowledge of German will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of German-speaking communities through the study of a range of texts.

Main Topics Covered

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

Particular Course Requirements: Nil

GERMAN CONTINUERS

Course No: 15710

2 units for each of Preliminary and HSC

Board Developed Course

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

Exclusions: German Beginners

Course Description

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

Prescribed Themes

- The Individual

- The German-speaking communities

- The changing world

Mandatory Topics

- Personal Identity
- Education and aspirations
- Leisure and lifestyles

- People and places
- Past and present
- Arts and entertainment

- The world of work
- Youth issues
- Tourism and hospitality

Particular Course Requirements: Nil

ITALIAN BEGINNERS

Course No: 15790

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Italian Continuers; Italian Extension

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

Course Description

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

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

Main Topics Covered

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

Particular Course Requirements: Nil

ITALIAN CONTINUERS

Course No: 15800

2 units for each of Preliminary and HSC

Board Developed Course

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

Exclusions: Italian Beginners

Course Description

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

Prescribed Themes

- The Individual

- The Italian-speaking communities

- The changing world

Mandatory Topics

- Personal Identity
- Relationships
- Health and leisure
- Education and future aspirations

- Lifestyle in Italy and abroad
- The arts and entertainment
- Youth and social issues

- The world of work
- Communication
- Italian influence
- Tourism and hospitality

Particular Course Requirements: Nil

VOCATIONAL EDUCATION AND TRAINING (VET) AND OTHER CATEGORY B COURSES

You can do more than one of these courses but note:

Only ONE of these courses counts towards your ATAR and **only** if you sit for its HSC examination.

Course descriptions for VET Industry Curriculum Frameworks are available on the Vocational Education page of the Board's website at:

[www.boardofstudies.nsw.edu.au/voc ed/industry-curriculum-frameworks.html](http://www.boardofstudies.nsw.edu.au/voc%20ed/industry-curriculum-frameworks.html)

Information for Students Undertaking School Delivered VET Courses

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

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

NSW Education Standards (NESA) Board Developed Industry Curriculum Framework VET courses contribute to an Australian Tertiary Admission Rank (ATAR). Students must complete a 240 hour Board Developed Industry Curriculum Framework VET course to be eligible to sit the HSC examination for this course. Only ONE Category B course can be used towards an ATAR.

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

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

Optional External HSC Examination

Students who sit for the optional HSC exam will have an estimate mark submitted to the NSW Education Standards (NESA) by the school. This estimate mark will only be used in the event of a claim of misadventure.

Assessment Procedures

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

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

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

Student Selection, enrolment and induction procedures

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

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

Fees and charges

Some VET courses attract a course cost. Where a course cost exists it will be indicated on the course information page. More detailed information regarding fee charges and refund policies will be provided in the course induction and on the course information sheet.

VET Enrolment

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

Freedom of Information and Privacy

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

Credit Transfer and Recognition of Prior Learning {RPL}

Credit transfer (CT) is available to students who produce evidence of achievement of competency from another RTO. Schools will seek RTO advice on how this CT evidence is to be validated. RPL may also be available to students who can provide sufficient evidence of skills attained previously. RPL applications must be completed on enrolment or before training. Students seeking RPL should follow the RPL procedure outlined in the RTO Student Guide.

Work Placement

Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction. Work placement induction will also be undertaken to assist students to be work ready before the first work placement. Students are required to complete a Work Placement Journal during work placement.

School Based Apprenticeships and Traineeships {SBATs}

The SBAT Program provides students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work.

SBATs must complete formal training that is delivered by an RTO. The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation and lead to a nationally recognised qualification. The formal training component of a SBAT will contribute unit credit towards the HSC.

Students wanting to find out more information regarding SBATs should contact the school's careers adviser. The following website is also a key source of information regarding SBATs:

www.sbatinnsw.info

Unique Student Identifier

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

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

DISCLAIMER: The following qualification course information sheets may change without notice for example after updates to NESAs and the qualification packaging rules

Externally Delivered VET (EVET)

Externally Delivered Vocational Education and Training (EVET) courses are delivered by TAFE or other VET Providers.

EVET allows school students to gain workplace skills and experience to get a head-start on their chosen career.

EVET allows you to:

- gain practical, work-related skills to enhance your future employment opportunities.
- complete units that count towards your Higher School Certificate (HSC).
- start or complete a nationally-recognised VET qualification while still at school.
- receive a nationally-accredited Certificate qualification or a Statement of Attainment if you achieve in one or more units of competency. Most EVET courses articulate into further nationally accredited courses delivered by TAFE, or other private providers.

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

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

EVET Board Developed Courses contribute to the Australian Tertiary Admissions Rank (ATAR) with students able to sit for an optional Higher School Certificate examination.

Work placement

Many EVET courses include some time working in the industry area of your course. This is called Work Placement and students learn new skills and apply the skills they have already learnt as part of their course. EVET 240 hour Board Developed Courses include mandatory work placement of 70 hours. Board Endorsed Courses may also have a mandatory work placement component.

Work placement helps students to:

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

When applying for an EVET course students and their parents will need to show that career pathway planning is integral to the student's course selection. The student needs to understand the commitment required including:

- the completion of all course requirements, including mandatory work placement
- regular attendance. Students are responsible for arranging their own travel and meeting the travel costs
- timetabling issues which may require students to catch up on class work missed at school.
- having access to the required equipment and resources

Skills at School Virtual VET Courses – NEW for 2022

20 new virtual courses will be added to the EVET Tool. Please investigate these to ensure these courses are suitable for your students and your school site. Details of these courses are outlined in the course descriptor on the EVET website, including if courses have a face to face component. **Only year 11 2022 students can enrol** in these Skills at School Virtual VET courses. Year 10 2022 early commencement or year 12 2022 4 Unit x1 is **not available**. HSC exam will be 2023. Refer to the website: [Virtual VET courses \(nsw.gov.au\)](https://www.nsw.gov.au/vet).

Applications to undertake an EVET course open during term 2. Closing date for first round offers is Term 3 week 8. Students may select more than one course however the first preference will be offered based on course availability. Students must read the course descriptor before selecting the course.

Contact the school's VET coordinator or careers adviser for details on what EVET courses are available and how to apply.



Public Schools NSW Wagga Wagga, RTO 90333

AHC20116 Certificate II in Agriculture

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy, 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.
 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 ACHWRK205 Participate in workplace communications <u>Healthy Livestock</u> 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 AHCLSK211 Provide feed for livestock AHCLSK209 Monitor water supplies AHCINF202 Install, maintain and repair farm fencing AHCINF201 Carry out basic electric fencing operations <p>Refer to the TAS for the qualification packaging rules.</p> |
|--|--|

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: NIL

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: AM or PM in a block on Thursday

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>



Education

Public Schools NSW Wagga Wagga RTO 90333

AHC21216 Certificate II in Rural Operations

Entry Requirements:

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

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

Course: 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

AHCWRK201 Observe and report on weather AHCMOM304 Operate machinery and equipment

AHCCHM201 Apply chemicals under supervision AHCLSK211 Provide feed for livestock

AHCPMG201 Treat weeds AHCLSK209 Monitor water supplies

AHCLSK202 Care for health and welfare of livestock AHCINF202 Install, maintain and repair farm fencing

AHCLSK205 Handle livestock using basic techniques AHCINF201 Carry out basic electric fencing operations

AHCLSK206 Identify and mark livestock

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 AHC21216 Certificate II in Rural Operations. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards AHC21216 Certificate II in Rural Operations.

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 then not count towards the HSC although units of competency achieved will still 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: \$100/year

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Block – 12.30-4.30pm

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>



Public Schools NSW Wagga Wagga, RTO 90333

SIT20316 Certificate II in Hospitality

Entry Requirements:

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

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

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. Students 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 including 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
- SITHIND002 Source & use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively
- SITXCOM002 Show social and cultural sensitivity
- SITXCCS003 Interact with customers
- SITXWHS001 Participate in safe work practices

Elective Units of Competency

- SITXFSA001 Use hygienic practices for food safety
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITHCCC001 Use food preparation equipment
- SITXFSA002 Participate in safe food handling practices
- BSBSUS201 Participate in environmentally sustainable work practices
- BSBCMM201 Communicate in the Workplace

This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA). **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 SIT20316 Certificate II in Hospitality. 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 SIT20316 Certificate II in Hospitality. Portfolios of evidence are required in some units of competency in this course.

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 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: Contributions \$110 Year 11 \$90 Year 12 **Refund Arrangements:** on a pro – rata basis
Equipment Tool Kit – range from \$65 to \$100 to purchase or \$25 to hire (with \$10 refund on return)
Uniform – approx. \$80-\$100 to purchase new. Students must wear black closed in leather shoes

Delivery Arrangements: 9am – 12.30 pm Griffith site 1pm – 4.30 wade site

Exclusions: Refer to NESA Stage 6 VET Board Developed course description.

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>



Education

Public Schools NSW Wagga Wagga, RTO 90333

BSB20115 Certificate II in Business (*Superseded qualification*). Replacement qualification will be advised in an updated 2022 course information sheet. *Waiting for NESA advice.*

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: Business Services (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. 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 Units 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).

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 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.

Resources costs: \$50.00 per year. Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: AM or PM on a Thursday

Exclusions: Refer to NESA Stage 6 VET Board Developed course description.

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>

BOARD ENDORSED COURSES

There are two types of Board Endorsed Courses - Content Endorsed Courses and School Developed Courses.

Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses.

Schools may also develop special courses in order to meet student needs. These courses must be approved by the Board of Studies.

There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

Course descriptions for Vocational Education and Training (VET) Board Endorsed Courses, both VET Content Endorsed Courses and locally designed VET Board Endorsed Courses, are available on the Vocational Education page of the Board's website at:

www.boardofstudies.nsw.edu.au/voc_ed/board-endorsed-courses.html

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Course Cost: \$80: Own camera recommended

Content Endorsed Course

Course Description

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

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

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

Main Topics Covered

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

- Video
- Digital Imaging

Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

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

Particular Course Requirements

Students are required to keep a diary throughout the course.

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

SPORT, LIFESTYLE AND RECREATION STUDIES

Course Cost: Nil

Content Endorsed Course

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. Students also develop a preparedness to contribute to the establishment of a health-promoting community that is supportive of its members adopting a healthy lifestyle.

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.

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

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

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

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

WORK STUDIES

Course Cost: Nil

Content Endorsed Course

Exclusions: Nil

Work in all its forms - paid and unpaid - plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.

This course in Work Studies will assist students:

- to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- to develop an understanding of the changing nature of work organisation and the implications for individuals and society
- to undertake an extended work placement to allow for the development of specific job-related skills
- to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas
- to develop their skills in accessing work-related information, presenting themselves to potential employers and functioning effectively in the workplace.

The course has two core studies, and elective course modules.

Core 1-Work and change

Core 2- Experiencing work **Modules**

There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours.

Work Studies at Wade High School will involve:

- Studying a variety of work related units
- Undertaking various workplace visits and work experience with local industries and businesses

Students who don't want an ATAR are strongly encouraged to undertake this course

CERAMICS

Cost \$50

Content Endorsed Course

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

This course enables students to develop an understanding of ceramic processes and practices and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills in forming their ideas and feelings in ceramic products.

Main Topics Covered

Modules include:

- Hand building
- Throwing
- Sculptural Forms
- Kilns
- Glaze Technology
- Casting
- Surface Treatment
- Mixed Media

The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. The additional module Ceramics Project extends students' learning experiences and may reflect students' increasing interests and desire to specialize in one or more area of ceramics.

Particular Course Requirements

Students are required to keep a diary throughout the course.

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

VISUAL DESIGN

Course Cost: \$40:00 p.a.

Content Endorsed Course

Course Description

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

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

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

Main Topics Covered

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

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

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

Particular Course Requirements

Students are required to keep a diary throughout the course.

Exclusions:

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

Life Numeracy

Course Cost: Nil

Content Endorsed Course

- 30130 Numeracy (2 units – Year 11)

Exclusions: Nil

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

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

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

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

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

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

Life Numeracy at Murrumbidgee Regional High School will involve:

Year 11 Year 12

Module 1:

- 1: Whole numbers
- 2: Operations with whole numbers
- 3: Distance, area and volume
- 4: Time

5: Data, graphs and tables **Module 3:**

- 1: Percentages
- 2: Operations with numbers
- 3: Finance
- 4: Location, time and temperature
- 5: Space and design

Module 2:

- 1: Fractions and decimals
- 2: Operations with fractions and decimals
- 3: Metric relationships
- 4: Length, mass and capacity

5: Chance **Module 4:**

- 1: Rates and ratios
- 2: Statistics and probability
- 3: Exploring with NRMT

Students who have not passed the minimum numeracy test and don't want an ATAR are strongly encouraged to undertake this course

