



# Deniliquin High School

Senior Prospectus  
2023 - 2024



# Introduction

## Principal's message

The next few weeks are a significant and important time for all our Year 10 students as they 'weigh up' what they are going to do over the next few years. Years 11 and 12 are not just for students who want to go on to tertiary education. There are now courses that cater for a whole range of interests and abilities.

Senior school, however, is very challenging for all students and success can only come about through:

- a. selecting courses that are appropriate to an individual's interests and abilities
- b. being prepared to do a lot of hard work
- c. being prepared to do some work outside of school time each day
- c. individuals taking responsibility for their learning

Being skilled is no longer a 'bonus' for those about to enter the work force, rather it is a requirement. We are confident that Deniliquin High School offers a range of subjects that meet the needs of all students and that every student can learn the skills and knowledge they require to be successful in their chosen career.

Selecting the appropriate courses to study in the Senior Years - Year 11 and 12 - is a vital decision. I urge all students to make an informed decision by reading this prospectus carefully, having a conversation with their parents and their teachers.

Mr Glen Warren  
Principal

# Glossary

Listed below are explanations of some of the terms used throughout this booklet.

## **SUBJECT**

A course whose syllabus has been provided by the NSW Education Standards Authority (NESA). These courses count towards the award of the HSC and in some cases can be counted towards the ATAR (Australian Tertiary Admission Rank).

## **MATRICULATION**

The right of entry to a University as determined by the entrance requirements of that institution.

## **BOARD DEVELOPED COURSES**

A course whose syllabus has been provided by the NSW Education Standards Authority. It is assessed by public examination at the end of Year 12.

## **BOARD ENDORSED COURSES**

A subject whose syllabus has been designed by the NSW Education Standards Authority or the school to cater for the special needs and interests of the students. It has been approved by NESA. It is assessed by the school and there is no external examination. Such courses completed in Year 12 will appear on the HSC with a mark but will not count for an ATAR.

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

VET courses are nationally accredited vocational education and training (VET) courses that addresses a broad understanding of the world of work and develops in young people a range of knowledge, skills, competencies and attributes relevant to a wide range of work environments.

## **UNIT VALUE**

One unit of study is equivalent to a possible 50 marks.

## **ONE UNIT**

A course of study that involves a teaching time of 60 hours throughout the course.

## **TWO UNITS**

A course of study that involves a teaching time of 120 hours throughout the course.

## **EXTENSION UNIT(S)**

In some subjects, it is possible to do more than two units of study. One extension unit means an additional 60 hours of study and two extension units means an additional 120 hours of study.

## **EXCLUSIONS**

This simply means that by choosing a particular subject you cannot select other subjects. For example, selecting English Extension 1 in Year 11 means that you cannot do English Standard in Year 11. Where exclusions apply, they are clearly indicated at the top of the subject description.

## **AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)**

The Australian Tertiary Admission Rank is a scale between 0 and 99.95, determined by the Universities, which indicates your placement in the country, relative to all other candidates for the HSC or equivalent. The top students will receive a rank of 99.95 and all other candidates will be ranged below that number.

## **HSC**

The final credential a student receives on completing Year 12 and will include all courses that are completed in Year 12 and their marks.

## **YEAR 11 COURSE**

A course that must be completed satisfactorily before a student can progress to 'Stage 2' of a course. This course will take approximately 3 terms to complete for a normal 2 unit course.

## **YEAR 12 COURSE**

What may be referred to as 'Stage 2' of a course. This course will also take approximately 3-4 terms to complete. The vast majority of the HSC exam will be based on this course.

## Selection of Courses

Students continue their studies into Year 11 because:

- The Government states that the leaving age for school is 17 unless a student has full-time employment or attends TAFE.
- Year 12 has become the base requirement for many avenues of employment.
- At the end of Year 12, they intend to undertake a career which requires the Higher School Certificate.
- At the end of Year 12, they intend to undertake careers which require study at a University or a TAFE.

Careful thought should be given by students as to the type of course they undertake.

The school will give guidance to students based upon experience with the performance of previous students.

To meet the needs of the wide range of abilities among Year 11 students, two different course patterns can be followed at DHS-

### **a. HSC - Matriculation:**

where students study a pattern of subjects that will allow them (if they obtain sufficient marks) to gain entrance to courses at university and some TAFE institutions.

### **b. HSC - Non-matriculation:**

where students study a pattern of subjects that allows them to attain an HSC but they will not be able to gain admission to a University.

## Choosing Your HSC Subjects

### How do I decide which subjects I should choose?

Ask yourself:

1. What subjects do I like?
2. What subjects am I good at?
3. What possible career paths am I likely to follow?
4. Do I need to matriculate?
5. How academically capable am I?

Most students don't know what they would exactly like to do when they leave school. Therefore, a good 'cross-section' of courses is a sensible selection.

### **I don't know what career I will pursue. How do I find out more information on careers?**

If you know exactly which career path to follow at the end of Year 10, you are unusually lucky. If you are uncertain, which will be most students, here are some places that are good starting points to find information.

- ◆ There are now some great websites to help career planning. Our own Careers website [www.denihighcareers.com](http://www.denihighcareers.com) has great links to many different sites.
- ◆ Victorian Tertiary Admissions Centre (VTAC) - [www.vtac.edu.au](http://www.vtac.edu.au)
- ◆ Universities Admission Centre –NSW (UAC) - [www.uac.edu.au](http://www.uac.edu.au)
- ◆ Virtually every University and TAFE institute has a website that will have a wealth of information
- ◆ Talk with your Careers Adviser or to the Senior School Co-ordinator.

## What if University study is needed, or may be needed for a career?

Then it is most important to carefully choose your HSC subjects. The reasons it is important are:

- The University course may have a pre-requisite. That is, certain subjects must have been studied to HSC level to gain selection for that course in spite of having the required ATAR. Check the UAC and VTAC specific course descriptions for prerequisites and talk to our Careers Advisers.
- It may be that there is assumed knowledge or there are recommended subjects to be studied for some course. These are not compulsory subjects, but if you have not studied them for the HSC you might find yourself at a disadvantage.
- Additionally, you should check if your chosen course has any special entry requirements such as an interview, aptitude test, audition, questionnaire or the submission of a portfolio, as well as the required ATAR

### In choosing your subjects, be certain to do the following -

- Reflect carefully on the information on "Selection of Courses"
- If you need further information don't hesitate to ask. The following people will help
  - Your classroom teachers and/or Head Teachers
  - Year Adviser
  - Careers Adviser
  - Head Teacher Well-being
  - Head Teacher in charge of timetabling
  - Deputy Principals
  - Principal
- **Think** carefully about your subject choices.
- **Discuss** your thoughts with your parents.
- **Talk** to older students who have studied these subjects.
- **Ask** the relevant people at school if you need help.
- **Make** informed, well thought out decisions.
- **Look** carefully at the requirements of some subjects.

## Rules Governing Your Choice of Subjects

To be eligible for the award of the HSC, a student at DHS must:

1. Undertake and complete a minimum of 12 Units of study in Year 11 (unless he/she wishes to be enrolled as a part-time student) and a minimum of 10 Units of study in Year 12.
2. Do at least 2 Units of Board Developed English. Please note English is the only compulsory subject in the HSC
3. Do at least four subjects.
4. Do no more than seven units of Science courses (including Extension Science in Yr 12).
5. Do at least 6 units of both Yr 11 Board Developed Courses and 6 units of Yr 12 Board Developed Courses.
6. Do at least three 2 Unit courses.
7. If you wish to get an ATAR, you must do a minimum of 10 Units of Board Developed Courses
8. A student cannot progress to the 'HSC' part of a course in Year 12 unless they have satisfactorily completed a course in Year 11.

## HSC Minimum Standard

As of 2020, all students must meet a minimum standard of literacy and numeracy to receive the Higher School Certificate.

Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school.

Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.

Some students will be eligible for disability provisions for the minimum standard tests, or an exemption from the HSC minimum standard requirement. Students are not required to pass the minimum standard tests if they complete Life Skills programs in English or Mathematics in Year 12.

For students undertaking a 'pathways' HSC, the NESAs minimum standard online tests can be sat at any time during the five-year accumulation period for students to gain eligibility for the HSC.

Students who leave school and have not met HSC eligibility requirements will receive a Record of School Achievement (RoSA), or a Transcript of Study. Students who subsequently (in the five-year accumulation period) become eligible for the HSC by demonstrating the HSC minimum standard will be issued with a Higher School Certificate testamur and have their results re-issued on a Record of Achievement.

School leavers in Years 10 to 12 may sit the NESAs minimum standard online tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers.

# The Australian Tertiary Admission Rank (ATAR)

The Universities Admission Index (ATAR) is a rank between 0.00 and 99.95 with increments of 0.05. It provides a measure of overall academic achievement in the NSW HSC that assists institutions to rank applicants for tertiary selection. It is calculated by the institutions and released by UAC.

It is important to note that the ATAR is a rank not a mark and is designed only to be used for tertiary selection.

Admission to most tertiary courses is based on performance in the HSC with applicants ranked on the basis of their ATAR. Other criteria such as a portfolio, interview, audition or questionnaire may also be taken into account in conjunction with the ATAR for certain courses.

## How does a student get an ATAR?








1. To be eligible for an ATAR, you must satisfactorily complete at least 10 units (including at least two units of English) of Board Developed (HSC examinable) courses – please note that we highly recommend that students who want an ATAR should do more than 10 units of Board Developed Courses in Year 11.  
Courses must include at least three ATAR courses of two units or greater and at least four subjects.
2. Calculation of the ATAR - Your ATAR is based on the aggregate of scaled marks in 10 units of ATAR 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. See table on page 11
3. It should be noted that Board Endorsed Courses do contribute to a student's HSC but cannot be used for the purposes of the ATAR.
4. The ATAR may include units accumulated over a total time span of 5 years without penalty, thus allowing for part-time study.
5. Where a student repeats a subject, only the last attempt will be used.

## What is Scaling?

It is important that all students clearly understand that there is a system of scaling marks used to produce results for students in the calculation of the Australian Tertiary Admission Rank.

## Why do the Universities use a Scaling System to determine a student's ATAR?

Quite simply they argue that there are differences between the quality of candidates in different courses.

SCALING MYTHS	MYTH	FACT
	 Some courses are always 'scaled up', therefore I should study those.	 The way a course is scaled depends entirely on the average academic performance of all the students doing that course that year – and it can change from year to year. For most courses, your scaled mark will be lower than your HSC mark. To get the best possible position and maximise your scaled marks, select the courses you'll do best in.
	 Some courses are always 'scaled down', therefore I should avoid those.	
	 I need to study 'hard' subjects to get high scaled marks.	 'Hard' is a subjective term. Everyone has different strengths and interests. Students who achieve an ATAR of 99.95 study a large variety of subjects.
 I should study Mathematics Standard 2 rather than Mathematics Advanced to get a better ATAR.	 It's very difficult to predict which course will lead to a higher scaled mark. Your scaled mark depends on the average academic ability of the students studying that course and your position in the course. When considering which maths course to study, remember that some university courses have prerequisites or assumed knowledge of Mathematics Advanced. It's important to choose the level of maths that best suits your plans for further study.	



## Reporting of the HSC

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 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.
  - i. **The other 50% will come from the HSC examination.**
  - ii. **Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100.** (1 unit extension courses will be reported on a scale of 0 to 50.)
  - iii. **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.
  - iv. **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.**
- **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 you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.

## Subject Selection Process at Deniliquin High School

<b>Late Term 2</b>	Yr 10 Careers classes begin to explore career and subject options
<b>Week 3, Term 3</b>	Presentation to Yr 10 students regarding the HSC rules and subject selection guidelines. Senior Prospectus is issued and made available on the School website and parent portal.
<b>Week 4, Term 3</b>	Information session for students regarding TAS/CAPA and TAFE/SBAT options. Parent information evening at 6pm on Wednesday in the school MPC. Head Teachers and Teachers will be available to discuss study options and suitability of subjects in the Senior School.
<b>Week 4 - 5, Term 3</b>	Faculties speak to students regarding courses in their Key Learning Area and the level of study required in those courses. Students seek advice from their Classroom Teachers and Head Teachers regarding their suitability to study specific subjects.
<b>Thursday Week 4 Term 3 (11 August)</b>	Students can submit their Subject Selection preferences online using the personalised details sent to their school email address. This will input straight to the Edval timetabling system. Students must print off their confirmation sheet and submit it to the Front Office with a parent's signature. Things to remember: <ul style="list-style-type: none"> <li>● <b>This is a preferential system.</b> Students MUST list the subjects they would like to study from HIGHEST to LOWEST priority.</li> <li>● <b>No subject, other than English, is assured of running.</b> This is totally dependent on student preferences and the order of these preferences.</li> <li>● Whilst students will only have 6 subjects, they must make 9 selections. This allows the Subject Selection Process to continue in the case of clashes or subjects not having sufficient numbers to start. <b>Students must be prepared to study any subject that they list, irrespective of its rank.</b></li> </ul>
<b>Friday, Week 6, Term 3 (26 August)</b>	The final day students can submit their Subject Selection preferences online using the personalised details sent to their school email address
<b>Late Term 3</b>	Initial subject lines are prepared using Subject Selection/Timetabling software
<b>Late Term 3</b>	Student Interviews Students are interviewed by timetablers, Senior School Coordinator, Year Adviser or another Head Teacher, regarding their study patterns and suitability to study particular courses.
<b>Early Term 4</b>	Timetable constructed. Students informed of Year 11 Subjects by Year Adviser.

## Senior Courses at DHS in 2023-24

Listed below are the courses that may be offered at DHS in 2023-2024.

Courses can only operate if a sufficient number of students are enrolled in them.

## Board Developed Courses

Agriculture – 2 unit  
Agriculture Cert II VET – 2 unit\*  
Ancient History – 2 unit  
Biology – 2 unit  
Business Studies – 2 unit  
Chemistry – 2 unit  
Community and Family Studies – 2 unit  
Construction VET – 2 unit\*  
Design and Technology – 2 unit  
Earth and Environmental Science – 2 unit  
English Advanced – 2 unit  
English Extension I – 1 unit  
English Extension II – 1 unit (Yr 12 only)  
English Standard – 2 unit  
English Studies – 2 unit \*  
Food Technology – 2 unit  
Geography – 2 unit  
Hospitality (Food and Beverage) VET – 2 unit\*  
History Extension – 1 unit (Yr 12 only)  
Industrial Technology – Timber – 2 unit  
Industrial Technology – Metal – 2 unit  
Investigating Science – 2 unit  
Legal Studies – 2 unit  
Mathematics Standard I – 2 unit\*  
Mathematics Standard 2 – 2 unit  
Mathematics Advanced – 2 unit  
Mathematics Extension 1 – 1 unit  
Mathematics Extension 2 – 1 unit (Yr 12 only)  
Modern History – 2 unit  
Music I – 2 unit  
Personal Development, Health and PE – 2 unit  
Physics – 2 unit  
Science Extension – 1 unit (Yr 12 only)  
Textiles & Design – 2 unit  
Visual Arts – 2 unit  
(\* Category B courses)

## Board Developed Courses

1. All these courses contribute to the HSC
2. All these courses have an external exam at the end of Year 12 except the Category B Courses where the exam is optional
3. All these courses count towards the calculation of the Australian Tertiary Admission Rank (ATAR) however students can only count one Category B subject

## Board Endorsed Courses

Exploring Early Childhood – 2 unit  
Numeracy – 2 unit  
Sport, Lifestyle and Recreation Studies – 2 unit  
Work Studies – 2 unit

## Board Endorsed Courses – No ATAR

1. All of these courses count towards the award of the HSC but do not count in the calculation of the Australian Tertiary Admission Rank (ATAR)
2. These courses do not have an external exam at the end of Year 12



## Board Developed Courses



# Course: Agriculture

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

## Course Description:

The Year 11 course shows the relationship between agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The Year 12 course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

## Content Covered:

### *Year 11 Course*

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

### *Year 12 Course*

#### Core Topics (80%)

- Plant/Animal Production (50%)
- Farm/Product Study (30%)
- Electives (20% each)
- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

## Course Requirements:

Practical experiences should occupy a minimum of 30% of both Yr 11 and Yr 12 course time

# Course: Ancient History

2 units for each of Year 11 and Year 12

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 Covered:

### *Year 11 Course*

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 Course*

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:

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.

The Year 12 course requires study from at least two of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome.



# Course: Biology

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

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

## Course Description:

Biology is the study of living organisms, life processes & interactions between organisms and their environment.

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 Covered:

### *Year 11 Course*

The Year 11 course consists of four modules.

- Module 1 Cells as the Basis of Life
- Module 2 Organisation of Living Things
- Module 3 Biological Diversity
- Module 4 Ecosystem Dynamics

### *Year 12 Course*

The Year 12 course consists of four modules.

- Module 5 Heredity
- Module 6 Genetic Change
- Module 7 Infectious Disease
- Module 8 Non-infectious Disease and Disorders

## Course Requirements:

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

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

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

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

# Course: Business Studies

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

## Course Description:

Business Studies investigates the role, operation and management of businesses within our society. Understanding of the factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

## Content Covered:

### *Year 11 Course*

- Nature of Business (20%) – the nature and role of business
- Business Management (40%) – nature of management, management approaches, management processes (includes operations, marketing, finance & HR), management and change.
- Business Planning (40%) – SME, influences in establishing a business, the business planning process, critical issues in business success and failure.

### *Year 12 Course*

- Operations 25% the role of operations
- Marketing 25% the nature and role of marketing
- Finance 25% the role and processes of financial management
- Human Resources 25% the role of human resources management

## Course Requirements:

In the Year 11 course there is a research project investigating the operation of a small business or planning the establishment of a small business.

# Course: Chemistry

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

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

## Course Description:

Chemistry is the study of the physical and chemical properties of substances, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

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 Covered:

### *Year 11 Course*

The Year 11 course consists of four modules.

- Module 1 Properties and Structure of Matter
- Module 2 Introduction to Quantitative Chemistry
- Module 3 Reactive Chemistry
- Module 4 Drivers of Reactions

### *Year 12 Course*

The Year 12 course consists of four modules.

- Module 5 Equilibrium and Acid Reactions
- Module 6 Acid/base Reactions
- Module 7 Organic Chemistry
- Module 8 Applying Chemical Ideas

## 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.

# Course: Community and Family Studies

2 units for each of Year 11 and Year 12

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 to address contemporary issues facing families and communities

## Content Covered:

### *Year 11 Course*

- Resource Management
- Individuals and Groups
- Families and Communities

### *Year 12 Course*

- Research Methodology
- Groups in Context
- Parenting and Caring

*Year 12 Option Module* (approximately 25% of course time):

- Individuals and Work

## Course Requirements:

Most assessment are researched based, where skills in interviewing, surveying and observing are developed in Year 11 and also undertaken in an Independent Research Project as part of the Year 12 assessment.

# Course: Design and Technology

2 units for each of Yr 11 and Yr 12

Board Developed Course

Exclusions: Nil

## Course Description:

Students study design processes, design theory and factors in relation to design projects.

In the Year 11 course, student's study designing and producing, which includes the completion of at least two design projects.

In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.

## Content Covered:

### *Year 11 Course*

Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

### *Year 12 Course*

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realization and project evaluation.

## Course Requirements:

In the Year 11 course, students must participate in hands-on practical activities. In the HSC course the comprehensive study of designing and producing that were studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.

# Course: Earth and Environmental Science

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

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

## Course Description:

Earth and Environmental Science is the study of the planet Earth, its processes and its environment.

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 Covered:

### Year 11

- Module 1 Earth's Resources
- Module 2 Plate Tectonics
- Module 3 Energy Transformations
- Module 4 Human Impacts

### Year 12

- 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.

# Course: English Advanced

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: English (Standard); English Studies, English (ESL); Mass Media Studies

## 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.

## Content Covered:

*Year 11 Course* – 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 are also studied: Narratives that Shape our World, and Critical Study of Literature, 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 Course* – 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 are also studied: Textual Conversations, Critical Study of Literature, and The Craft of Writing, 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 course requires:*

- 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 course requires:*

- 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.

# Course: Year 12 English Extension 1

1 unit of study for each of Year 11 and Year 12

## Prerequisites:

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

## Course Description:

- In the Year 11 English Extension 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 Year 12 English Extension 1 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 studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation

## Course Requirements:

### *Year 11 Course*

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

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 Course*

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.

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

The electives are

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



## **Course: Year 12 English Extension 2**

1 unit of study for each of Year 11 and Year 12

### **Prerequisites:**

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

### **Course Description:**

- In the Year 12 English Extension 2 course, students develop a sustained composition, and document their reflection on this process.
- In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

### **Course Requirements:**

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

# Course: English Standard

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: English (Advanced); English Studies, English (ESL); English (Extension)

## Course Description:

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

In the Year 12 English Standard 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.

## Content Covered:

*Year 11 Course* -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 are also studied: Contemporary Possibilities, and Close Study of Literature, in which students explore and examine texts and analyse aspects of meaning.

*Year 12 Course* -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 are also studied: Language, Identity and Culture, Close Study of a Text, and The Craft of Writing, 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.

In 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.

In 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.

# Course: English Studies

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: English (Advanced); English Standard, English (ESL); English (Extension)

## Course Description:

In the Year 11 English Studies course, students explore and experiment with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital, media and vocationally-oriented, as well as Australian texts.

In the Year 12 English Studies course, students further strengthen their knowledge and understanding of language and literature by exploring and composing new texts in a variety of forms. Students reflect on and demonstrate understanding of the effectiveness of different texts for various audiences and purposes.

This course provides students with the opportunity to consolidate their language, literacy and literature skills through responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts. The course supports students to refine their skills and knowledge in English and empowers them to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from various contexts.

## Content Covered:

*Year 11 Course* -The course has two sections:

- **Mandatory module: Achieving through English - English in Education, Careers and Community.** Students will gain understanding and practical competence in the use of language that allows access to opportunities in schooling, training and employment.
- Two additional modules are also studied, in which students explore and examine texts and analyse how language is used in various contexts.

*Year 12 Course* -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 are also studied, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

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

- English Studies is a Stage 6 Board Developed Course (Category B)
- Students will be able to sit for an optional HSC examination and 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 if they have satisfactorily completed courses that comprise the pattern of study required by NESA.

# Course: Food Technology

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

## Course Description:

The Year 11 and 12 courses underpin the concept 'food issues have constant relevance to life'. Food Technology provides opportunities, challenges and aspirations for students of all abilities through the delivery of knowledge and activities that relate to meeting food needs and wants.

Students will gain insight into many of the following topical issues.

- Safe food handling
- Food availability and reasons for selection
- Consumption patterns in Australia
- Sensory characteristics (5 senses)
- Functional Characteristics (why things cook the way they do)
- The Australian Food Industry.

This course will provide benefits for both vocational and general life experiences to the students.

## Content Covered

### *Year 11 Course*

- Food Availability and Selection
- Food Quality
- Nutrition

### *Year 12 Course*

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Option – Contemporary Food Issues in Nutrition

## Course Requirements:

There is no Prerequisite for students to study Food Technology within the Year 11 course. In this course students will gain a range of hands-on experiences and theoretical concepts that are utilized across both domestic, commercial and industrial settings in the food industry. During Year 12 students will draw upon knowledge, experimental and practical situations from Year 11 to provide a deeper understanding of the topics in the HSC.

# Course: Geography

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

## Course Description:

- The Year 11 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 Year 12 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.

## Content Covered:

### *Year 11 Course*

Biophysical Interactions (40%)

- how biophysical processes contribute to sustainable management

Global Challenges (45%)

- geographical study of issues at a global scale.

Senior Geography Project (15%)

- a geographical study of student's own choosing

### *Year 12 Course*

Ecosystems at Risk (33%)

- the functioning of ecosystems, their management and protection

Urban Places (33%)

- study of cities and urban dynamics

People and Economic Activity (33%)

- geographic study of economic activity at a local and global context

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

## Course Requirements:

Students complete a senior geography project (SGP) in the Year 11 course and must undertake 10 hours of fieldwork in both the Year 11 and 12 courses. Students will be required to submit both oral and written geographic reports.

## **Course: History Extension (Year 12 only)**

1 unit for Year 12

Board Developed Course

Exclusions: Nil

### **Prerequisites:**

Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.

Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

### **Course Description:**

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

### **Content Covered:**

The course comprises two sections.

- Constructing History (Minimum 40 indicative hours)

Key Questions:

Who are historians?

What are the purposes of history?

How has history been constructed, recorded and presented over time?

Why have approaches to history changed over time?

Case Studies:

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

- History Project (Maximum 20 indicative hours)

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

### **Course Requirements:**

The course requires students to undertake:

- one case study
- the development of one History Project

# Course: Industrial Technology – Timber

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Can only study only one Industrial Technology subject in Year 11 & 12

## Course Description:

Industrial Technology (Timber) consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the timber industry, and an introduction to industrial processes and practices.

## Content Covered:

### *Year 11 Course*

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

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

### *Year 12 Course*

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

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

## Course Requirements:

In the Year 11 course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the Year 12 course, students must design, develop and construct a Major Project with a folio. They also undertake a study of the overall industry related to the specific focus area.

# Course: Industrial Technology – Metal

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Can only study only one Industrial Technology subject in Year 11 & 12

## Course Description:

Industrial Technology (Metal) consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the metal industry, and an introduction to industrial processes and practices.

## Content Covered:

### *Year 11 Course*

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

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

### *Year 12 Course*

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

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

## Course Requirements:

In the Year 11 course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the Year 12 course, students must design, develop and construct a Major Project with a folio. They also undertake a study of the overall industry related to the specific focus area.



# Course: Investigating Science

2 units for each of Year 11 and Year 12

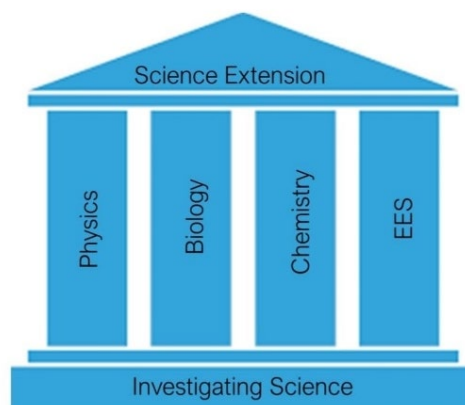
Board Developed Course

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 Covered:

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

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.

# Course: Legal Studies

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

## Course Description:

The Year 11 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 the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of sources such as TV news reports and court cases.

The Year 12 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. Media reports are frequently used throughout the course to improve student understanding.

## Content Covered:

### *Year 11 Course*

- The Legal System (40% of course time)
- The Individual and the Law (30% of course time)
- The Law in Practice (30% of course time)

### *Year 12 Course*

- Crime (30% of course time)
- Human Rights (20% of course time)
- Additional Focus Studies (50% of course time)

Students will study two focus studies chosen from:

- Consumers
- Family
- Global environment
- Indigenous peoples
- Shelter
- Technological change
- Workplace
- World order

Key themes incorporated across all topics: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

**Course Requirements:** No special requirements

# Course: Mathematics Standard

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard 2.

## Prerequisites:

The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: Area and surface area, Right-angled triangles (Trigonometry), Financial mathematics, Single variable data analysis, Linear relationships, some content from Equations, Non-linear relationships, Probability, Volume.

## Course Description:

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (subject to availability) or the Mathematics Standard 2 Year 12 course.
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.
- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. It is a category B subject; only 1 category B subject will count in the calculation of the ATAR.

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.

## Content Covered:

### *Year 11 Course*

Formulae and Equations

Linear Relationships

Applications of Measurement

Working with Time

Money Matters

Data Analysis

Relative Frequency & Probability

### *Year 12*

#### *Standard 2 Course:*

Types of Relationships

Non-right-angled Trigonometry

Rates and Ratios

Investments and Loans

Annuities

Bivariate Data Analysis

The Normal Distribution

Network Concepts

Critical Path Analysis

#### *Standard 1 Course:*

Types of Relationships

Right-angled Triangles

Rates

Scale Drawings

Investment

Depreciation and Loans

Further Statistical Analysis

Networks and Paths

# Course: Mathematics Advanced

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Students may not study the Mathematics Standard Year 11 course in conjunction with the Mathematics Advanced Year 11 course, or either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course in conjunction with the Mathematics Advanced Year 12 course.

## Prerequisites:

The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: Algebraic techniques, Linear relationships, Surds and indices, Trigonometry and Pythagoras' theorem, Equations, Single variable data analysis and at least some of the content from the following substrands of Stage 5.3: Non-linear relationships and/or Properties of Geometrical Shapes.

## Course Description:

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

## Content Covered:

### Year 11

- Working with Functions
- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities
- Introduction to Differentiation
- Logarithms and Exponentials
- Probability and Discrete Probability Distributions

### Year 12

- Graphing Techniques
- Trigonometric Functions and Graphs
- Differential Calculus
- The Second Derivative
- Integral Calculus
- Modelling Financial Situations
- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

# Course: Mathematics Extension 1

1 unit in each of Year 11 and Year 12

Board Developed Course

Exclusions: Mathematics Standard 1 or 2

## Prerequisites:

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

## Course Description:

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

The study of Mathematics Extension 1 in Stage 6:

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

## Content Covered:

### Year 11

- Further Work with Functions
- Polynomials
- Inverse Trigonometric Functions
- Further Trigonometric Identities
- Rates of Change
- Working with Combinatorics

### Year 12

- Proof by Mathematical Induction
- Introduction to Vectors
- Trigonometric Equations
- Further Calculus Skills
- Applications of Calculus
- The Binomial Distribution

## Course: Mathematics Extension 2 (only available in Year 12)

1 unit in HSC only

Board Developed Course

Exclusions: Mathematics Standard 1 or 2

### 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 course and the Mathematics Extension 1 Year 12 course.

### Course Description:

- All students studying the Mathematics Extension 2 course will sit for an HSC examination.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.

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 the study of a wide range of useful applications of mathematics.
- provides a strong foundation for further study of mathematics.

### Content Covered:

*Year 12*

- The Nature of Proof
- Further Proof by Mathematical Induction
- Further Work with Vector
- Introduction to Complex Numbers
- Using Complex Numbers
- Further Integration
- Applications of Calculus to Mechanics

# Course: Modern History

2 units for each of Year 11 and Year 12

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 Covered:

### *Year 11 Course*

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 Course*

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.

## Particular Course Requirements:

### *Year 11*

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

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

### *Year 12*

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

# Course: Music 1

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Music 2

**Prerequisites:** Music mandatory course (or equivalent)

## **Course Description:**

In the Year 11 and 12 courses, 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.

## **Content Covered:**

Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.

## **Course requirements:**

### *Year 12 course*

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.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

All students must perform at least one piece on their chosen instrument or as a vocalist in the HSC core performance exam.



# Course: Personal Development, Health and Physical Education

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

## Course Description:

The Year 11 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 Year 12 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.

## Content Covered:

### *Year 11 Course*

#### Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

#### Optional Component (40%)

Students to select two options each from:

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

### *Year 12 Course*

#### Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

#### Optional Component (40%)

Students to select two options each from:

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

## Course Requirements:

In addition to core studies, students select two options in each of the Year 11 and Year 12 courses

# Course: Physics

2 units for each of Year 11 and Year 12  
Board Developed Course  
Exclusions: Nil

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

## Course Description:

Physics investigates natural phenomena and identifies patterns and applies in a wide range of interesting contexts, models, principles and laws to explain their behaviour.

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 Covered:

### 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.

## Course: Science Extension (Year 12 only)

1 unit for Year 12

Board Developed Course

Exclusions: Nil

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

### Prerequisites:

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

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

### Course Description:

Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project

### Content Covered:

#### *Year 12*

The Year 12 course consists of four modules.

- Module 1 The Foundations of Scientific Thinking
- Module 2 The Scientific Research Proposal
- Module 3 The Data, Evidence and Decisions
- Module 4 The Scientific Research Report

### Course Requirements:

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

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

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

# Course: Textiles and Design

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

## Course Description:

The Year 11 and 12 courses reflect the important role that Textiles play in society. The course helps develop student's creativity through the study of design. This incorporates:

- The types of design
- Manufacturing methods
- Fabric manipulation and decorative techniques
- Fabric identification and experimentation
- Fashion through the ages
- Quality and Value of textiles
- How to communicate through design techniques in the marketplace
- Contemporary fashion designers
- Emerging technologies

Practical project work is integrated throughout the course which enhances the students' knowledge and understanding of Textiles and Design. Students will get the opportunity to construct a range of projects from different categories including Costume, Fashion items, Textile Art and Furnishings.

## Content Covered:

### *Year 11 Course*

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries (ATCF AI)

### *Year 12 Course*

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries (ATCF AI)
- Major Textiles Project

## Course Requirements:

There is no prerequisite for students to study this in Year 11. In this course, students participate in practical experiences that are integrated throughout the course. This includes colouration techniques, experimental work and project design tasks. The Year 12 course is focused on the Major Textiles Project. This allows the student to design and construct a Textiles project of their own choice, which can reflect cultural, historical and/or contemporary aspects of design. During Year 12 students draw upon knowledge and understanding of the topics covered in Year 11.

# Course: Visual Arts

2 units for each of Year 11 and Year 12

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

## Course Description:

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.

The Year 11 course is broadly focused, while the Year 12 course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

## Content Covered:

*Year 11* 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.

*Year 12* 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.

## Course Requirements:

*Year 11* Course

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

*Year 12* Course

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



## Board Endorsed Courses

# Course: Exploring Early Childhood

2 units for each of Year 11 and Year 12

Board Endorsed Course

Exclusions: Nil

## Course Description:

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

This course explores early childhood development, special needs, play, cultural influences and services available to assist families and carer. Students develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years.

The course offers initial learning experiences in preschools, childcare centres or family day care that can lead to further post-school study at university or TAFE or vocational training in the context of the workplace.

There should be a balance between the assessment of:

- Knowledge and understanding 50%
- Skills 50%

There is no formal examination.

Students who complete this course are eligible to apply for the Red Cross Advanced Childcare Certificate.



# Course: Numeracy

2 units for each of Year 11 and Year 12

Content Endorsed Course

Exclusions: Mathematics Extension, Mathematics Advanced, Mathematics Standard 1 or 2

## Course Description:

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

The Numeracy Syllabus is designed to offer opportunity 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 and find connections and to think critically and creatively. The Numeracy course provides opportunities for students to develop 21<sup>st</sup> century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to use appropriate technology as an effective support for numerical and mathematical activities.

The course enable 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.

## Content Covered:

### Year 11

- Whole numbers
- Operations with whole numbers
- Distance, area and volume
- Time
- Data, graphs and tables
- Fractions and decimals
- Operations with fractions and decimals
- Metric relationships
- Length, mass and capacity
- Chance

### Year 12

- Percentages
- Operations with numbers
- Finance
- Location, time and temperature
- Space and design
- Rates and ratios
- Statistics and probability
- Exploring with Numerical Reasoning and Mathematical Thinking

# Course: Sport, Lifestyle and Recreation

2 units for each of Year 11 and Year 12

Board Endorsed Course

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

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

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

Through the course students will develop:

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

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

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

# Course: Work Studies

Content Endorsed Course

Exclusions: Nil

## Structure of the course

The Work Studies CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.

The Work Studies CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.

Core - My Working Life

Modules - There are 11 elective modules which explore issues about work and work-related skills.

Modules are studied for 15 to 30 hours.

## Nature of the course

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, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society.

Individuals will need to be flexible and responsive to change along their career pathway.

Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

The Work Studies course 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
- develop an understanding of the changing nature of work and the implications for individuals and society
- undertake work placement to allow for the development of specific job-related skills
- acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.



# Vocational Education Courses

## **Information for Students Undertaking School Delivered VET Courses**

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

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

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

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

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

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

### **Optional External HSC Examination.**

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

### **Assessment Procedures**

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

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

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

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

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

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

### **Fees and charges**

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

### **VET Enrolment**

All students enrolled in a VET course must complete the RTO VET Enrolment Form as part of the subject selection process. LLN testing is incorporated 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 a RTO. The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification. The formal training component of a SBAT will contribute unit credit towards the HSC.

Students wanting to find out more information regarding SBATs should contact the school's careers adviser. The following website is also a key source of information regarding SBATs: [www.sbatinnsw.info](http://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.



## 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

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

#### Healthy Livestock

- AHCLSK202 Care for health and welfare of livestock
- AHCLSK205 Handle livestock using basic techniques
- AHCLSK206 Identify and mark livestock
- AHCLSK204 Carry out regular livestock observations
- AHCMOM202 Operate tractors
- AHCMOM304 Operate machinery and equipment
- AHCBIO201 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



**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:** \$50 per year. Discuss payment options with your trainer

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

**Delivery Arrangements:** Face to face at school

**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>

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

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

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

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

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

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

**Recommended Entry Requirements**

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

**Units of Competency**

**Core Units**

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

**Refer to the TAS for the qualification rules.**

**Elective Units**

- [CPCCCM1011](#) Undertake basic estimation and costing
- [CPCCOM2001](#) Read and interpret plans and specifications
- [CPCCCA2002](#) Use carpentry tools and equipment
- [CPCCCA2011](#) Handle carpentry materials
- [CPCCCM2006](#) Apply basic levelling procedures
- [CPCCCM2005](#) Use construction tools and equipment
- [CPCCWHS100](#) Prepare to work safely in the construction industry

[1](#)

**Elective Option**

- CPCCBL2001 Handle and prepare bricklaying and blocklaying materials
- CPCCBL2002 Use bricklaying and blocklaying tools and equipment

**White Card**

CPCCWHS1001 - Prepare to work safely in the construction industry.

**The General Construction Induction Training (White Card) will be delivered as part of this course.**

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

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

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

- This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

- This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

**Examples of occupations in the construction industry:**

- This qualification provides an occupational outcome and a range of support tasks applicable to the
- Carpentry
- Joinery
- Bricklaying
- builder's labourer.

**Mandatory HSC Course Requirements**

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

**External Assessment (optional HSC examination for ATAR purposes)**

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**School Specific equipment and associate requirements for students:**

Black leather upper shoes - also a school uniform requirement

A school-based traineeship is available in this course, CPC20220 Certificate II in Construction Pathways, for more information:

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**Exclusions:** VET course exclusions can be checked on the NESA website at

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

2023 Course Descriptor Construction Public Schools NSW Wagga Wagga, RTO 90333 V1.2 Updated March 2022

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

**2023 HOSPITALITY COURSE DESCRIPTOR****SIT20316 Certificate II in Hospitality**

Public Schools NSW Wagga Wagga, RTO 90333

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

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

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

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20316 Certificate II in Hospitality (Release 2) <https://training.gov.au/Training/Details/SIT20316>

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

**Recommended Entry Requirements**

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

**Units of Competency****Core**

BSBWOR203	Work effectively with others
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in safe work practices
SITHIND002	Source and use information on the Hospitality Industry
SITXCCS003	Interact with customers
SITHIND003	Use hospitality skills effectively

**Electives**

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

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

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

Working within the hospitality industry involves

- organising information and records in both paper and electronic forms
- customer (client) service

- teamwork
- using technologies
- creating documents

**Examples of occupations in the hospitality industry:**

- café attendant
- catering assistant
- food and beverage attendant

**Mandatory HSC Course Requirements**

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

**External Assessment (optional HSC examination for ATAR purposes)**

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**School Specific equipment and associate requirements for students:** Food and beverage uniform including black leather upper shoes - also a school uniform requirement

**Refunds**

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

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

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

# SCHOOL-BASED TRAINEESHIPS AND APPRENTICESHIPS

School-Based Traineeships and Apprenticeships combine:

- The Higher School Certificate
- Part time paid work
- Structured work-based training delivered by a registered training organization, e.g. school, TAFE etc.

Your traineeship or apprenticeship is done as part of your Higher School Certificate.

## How do they work?

As part of their HSC, school-based trainees and apprentices will:

- Complete a minimum of 100 days\* of paid work over two years. This can be done during school time, weekends and school holidays
- Undertake structured training either with school, TAFE or other registered training organisation. This can be done during school hours or outside of school hours
- Complete the HSC
- Receive HSC unit credits for the on-the-job and off-the-job training

\* 180 days for plumbing & electrotechnology & 144 days for construction

EXPERIENCE a very positive transition from school to working life

UNDERSTAND the world of work

GAIN skills and knowledge needed to progress into a worthwhile career

IMPROVE your employment prospects whether with the same employer or another

INCREASE your opportunities for further study

## What else do I need to know?

- The VET course will provide a minimum of 4 units (2 units each year) credit towards your HSC and depending on the VET course chosen, it may be counted towards your ATAR.
- You can also receive additional 4 units HSC credit for the work component of the apprenticeship or traineeship if you choose to complete the Industry Based Learning course.

## What do I receive when I finish?

- School-based trainees receive a nationally recognized VET qualification at Certificate II or Certificate III plus a Certificate of Proficiency.
- School-based apprentices receive a statement of attainment at completion of Year 12 and then continue their apprenticeship full-time. On completion, they receive a VET qualification at Certificate III or IV plus a Certificate of Proficiency.

## What are the main features of school-based apprenticeships and traineeships?

School-based apprenticeships and traineeships allow senior high school students to commence an apprenticeship or complete a traineeship while at school. School-based apprentices work part-time and undertake the first stage of their formal or off-the-job apprenticeship training while school-based trainees work part-time and complete their formal or off-the-job traineeship training by the end of their HSC year.

Both the on-the-job and off-the-job training undertaken by school-based apprentices/trainees can contribute to their HSC. Providing that they have successfully completed both their on-the-job and off-the-job training program during their senior high school years, school-based apprentices will commence full-time employment as a 2nd year apprentice from January after their HSC.

## **Timetable for Subject Selection**

### **THURSDAY 4 AUGUST (Week 3)**

Students issued with Senior Prospectus at first Year 10 Information session.  
Requirements for Years 11 and 12 outlined to students.

### **8 AUGUST – 19 AUGUST (Week 4 - 5)**

Head Teachers of English, Mathematics, Science/Agriculture, HSIE and PDHPE will visit classes to deliver information regarding the courses available.

### **WEDNESDAY 10 AUGUST – Sport (Week 4)**

Head teachers/staff of CAPA, TAS, as well as SBAT Representatives, will deliver information to smaller groups of Year 10.

### **WEDNESDAY 10 AUGUST (Week 4)**

Parent / Student Information evening in the school MPC at 6pm. Head teachers and teachers will be available to discuss study options and suitability of subjects in the senior school.

### **THURSDAY 11 AUGUST (Week 4)**

Subject Selection Preferences open online. Details will be emailed to the students school email address.

### **FRIDAY 26 AUGUST (Week 6)**

Last day for students to register their Subject Selection Preferences online and submit the signed form to the Front Office.





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