Deniliquin High School

Senior Prospectus

2020-21

Senior Prospectus

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 your interests and abilities

b. being prepared to do a lot of hard work and being prepared to do some work outside of school time each day

c. taking responsibility for your own learning and not relying on others to 'push you along'

Being skilled is no longer a 'bonus' for those about to enter the work force, rather it is a requirement. If you want a job, a good job, that will be satisfying and rewarding, you are going to require skills - it is as simple as that.

The legal age for leaving school is 17. All students must complete Year 10. Students are able to leave school before they turn 17 if they gain **full time employment (25 hours or more per week) or are undertaking traineeships and training courses at TAFE**.

The school has extended its curricular options to cater for the increased retention levels. We are confident that DHS offers a range of subjects that meet the needs of all students.

Selecting the appropriate courses to study in the Senior Years - Year 11 and 12 - is a vital decision.

I urge all students to read this prospectus carefully, to talk with their parents and teachers and then make informed decisions. I wish all of you the very best and if you need help, don't hesitate to ask.

Mrs Kym Orman
Relieving 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 Board of Studies. 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 Board of Studies. It is assessed by public examination at the end of Year 12.

BOARD ENDORSED COURSES
A subject whose syllabus has been designed by the Board of Studies or the school to cater for the special needs and interests of the students. It has been approved by the Board of Studies. 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 equivalent to four 50-minute periods a fortnight.

TWO UNITS
A course of study that involves a teaching time equivalent to nine 50-minute periods a fortnight.

EXTENSION UNIT(S)
In some subjects, it is possible to do more than two units of study. One extension unit means an additional four 50-minute periods per fortnight and two extension units means an additional nine 50-minute teaching periods.

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.
- 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?
Well, unfortunately, it's not a simple solution but here are some questions that might help make the choice a little easier.

The answers to these questions are vital.

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?

Here are some things to avoid:

- **Don't** pick a subject because your friends will be doing it.
- **Don't** pick a subject because you think a particular teacher may be taking that subject.
- **Don't** pick a subject because you've heard it's 'scaled up'**'** – scaling is beyond our control so choose subjects that you like and are good at.
- **Don't** pick subjects that are totally beyond your abilities.
- **Don't** pick a subject because you've been told it's easy.

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.

But 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*** has great links to many different sites. Also check out ***www.myfuture.edu.au***.

- ♦ Victorian Tertiary Admissions Centre ***(VTAC***) - ***www.vtac.edu.au***
- ♦ Universities Admission Centre –NSW (***UAC***) - ***www.uac.edu.au***
- ♦ Virtually every University and TAFE institute has a website that will have a wealth of information
- ♦ Talk with your Careers Advisers, Mrs. Van Lieshout and Ms. Sinha

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

The facts are however that for most university courses, but not all, there are very few specific requirements.

So, 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 (Miss Burton)
  - Careers Advisers (Mrs Van Lieshout & Ms Sinha)
  - Deputy Principals (Mr Astill and Ms Richards)
  - 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.

REMEMBER

Most people change jobs as life goes on, therefore a broad range of skills obtained by doing a range of subjects is important.

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

If you are sitting your HSC exams in or after 2020 you will need to meet a minimum standard of literacy and numeracy to receive your 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 Maths in Year 12.

For students undertaking a 'pathways' HSC, the NESA minimum standard online tests can be sat at any time during the five-year accumulation period in order 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 NESA 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

Does this suggest that students should select courses that traditionally have 'higher average marks' (according to the system used by the Universities)?

In a word, 'NO'. There are no subjects where student's marks are automatically scaled up or down. Marks are scaled up or down depending entirely on performance.

In selecting your subjects, please refer back to "Choosing Your HSC Subjects"

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 statewide distribution of marks in the course is also shown.

Subject Selection Process at Deniliquin High School

Late Term 2 — Yr 10 Careers classes begin to explore career and subject options

Week 3, Term 3 — Presentation to Yr 10 students regarding the HSC rules and subject selection guidelines.
Senior Prospectus is issued and made available on the School website

Week 3 - 6, Term 3 — Faculties speak to students regarding courses in their Key Learning Area and the level of study required in those courses

Week 3 - 6, Term 3 — Students seek advice from their Classroom Teachers and Head Teachers regarding their suitability to study specific subjects

Wednesday, Week 4, Term 3 — Parent Information Evening
Presentation to Yr 10 parents and students regarding the HSC rules and subject selection guidelines. Parents and students have the opportunity to have brief discussions with teachers following the presentation.

Friday, Week 6, Term 3 — Students submit their Subject Selection Form
Things to remember:

- **This is a preferential system.** Students MUST list the subjects they would like to study from HIGHEST to LOWEST priority on their Subject Selection Form.
- **No subject, other than English, is assured of running.** This is totally dependent on student preferences and the order of these preferences.
- 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. **Students must be prepared to study any subject that they list on their Subject Selection Form, irrespective of its rank.**

Late Term 3 — Initial subject lines are prepared using Subject Selection/Timetabling software

Late Term 3 — Student Interviews
Students are interviewed by Senior School Co-Ordinator, Year Adviser and a Head Teacher, regarding their study patterns and suitability to study particular courses.

Early Term 4 — Timetable constructed. Students informed of Year 11 Subjects by Year Adviser

Senior Courses at DHS in 2020-21

Listed below are the courses that may be offered at DHS in 2020-2021.

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
Automotive Vocational Preparation TVET – 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
Drama – 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
Information Processes and Technology – 2 unit
Investigating Science – 2 unit
Legal Studies – 2 unit
Mathematics Advanced – 2 unit
Mathematics Extension 1 – 1 unit
Mathematics Extension 2 – 2 unit (Year 12 only)
Mathematics Standard 2 – 2 unit
Mathematics Standard I – 2 unit*
Metal and Engineering VET – 2 unit*
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

Computing Applications – 2 unit
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 Yr 11 and Yr 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:

Yr 11 Course
- Overview of Australian Agriculture (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

Yr 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 Yr 11 and Yr 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:

Yr 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.

Yr 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 ***Yr 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 Yr 11 and Yr 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.

Course Covered:

Yr 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

Yr 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 Yr 11 and Yr 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:

Yr 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, the business planning process, critical issues in business success and failure.

Yr 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 Yr 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 Yr 11 and Yr 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:

Yr 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

Yr 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 Yr 11 and Yr 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 in order to address contemporary issues facing families and communities.

Course Covered:

Yr 11 Course

- Resource Management
- Individuals and Groups
- Families and Communities

Yr 12 Course

- Research Methodology
- Groups in Context
- Parenting and Caring

Yr 12 Option Modules (approximately 25% of course time):

- Family and Societal Interactions
- Social Impact of Technology
- Individuals and Work

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

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:

Yr 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.
Yr 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: English Advanced

2 units for each of Yr 11 and Yr 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:
Yr 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: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

Yr 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 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.

Yr 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.

Yr 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: English Standard

2 units for each of Yr 11 and Yr 12
Board Developed Course

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

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

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

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

Content Covered:

Yr 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: Close Study of Literature, and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning.

Yr 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 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*****, s**tudents 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 ***Yr 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 Yr 11 and Yr 12
Board Developed Course

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

Course Description:
In the English Studies Year 11 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 English Studies Year 12 course, students further strengthen their knowledge and understanding o 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:

Yr 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: *Playing the Game* – English in Sport, and *On the Road* – English and the Experience of Travel, in which students explore and examine texts and analyse how language is used in the worlds o sport and travel.

Yr 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 which emphasise particular aspects of shaping meaning and demonstration o the effectiveness of texts for different audiences and purposes: *We are Australian – English in citizenship community and cultural identity; Digital Worlds – English and the Web; and The Big Screen – English in film making.*

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)
- From 2019, 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

Courses: English Extension

Yr 12 English Extension 1 & 2

1 unit of study for each of Yr 11 and Yr 12 **Exclusions:** English (Standard); English Studies; English (ESL)

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

Course Description:

- In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.
- In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.
- In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.
- In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

Course Content:

Yr 11 Course

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

Yr 12 Course

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

The electives are

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

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

Course Requirements:

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

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

Yr 11

Students are required to:

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

Yr 12

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

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

In the English Extension 2 course students are required to:

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

Course: Earth and Environmental Science

2 units for each of Yr 11 and Yr 12 Exclusions: Nil

Board Developed Course

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:

Yr 11

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

Yr 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: Food Technology

2 units for each of Yr 11 and Yr 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.

Course Covered:

Yr 11 Course

- Food Availability and Selection
- Food Quality
- Nutrition

Yr 12 Course

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Options – Contemporary Food Issues in Nutrition **or**
  – Contemporary Food Issues in the Marketplace

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 Yr 11 and Yr 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:

Yr 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

Yr 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 (Yr 12 only)

1 unit for Yr 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 Yr 11 and Yr 12
Board Developed Course
Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

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:

Yr 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

Yr 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 management folio. They also undertake a study of the overall industry related to the specific focus area.

Course: Information Processes and Technology

2 units for each of Yr 11 and Yr 12
Board Developed Course

Exclusions: Computer Applications

Course Description:
Information systems and the role they play in society have increased in significance in recent years. The area of information systems has provided major jobs growth for both women and men in recent years. Moreover, fields which have not traditionally been associated with computers – but in which processing information is a vital function – are emerging as exciting new areas of employment. These include music, the arts, science and technology as well as new and fast-growing industries that use multimedia.
On successful completion of this course, students will have acquired skills in the following areas: website creation, databases, spreadsheets, advanced word processing, multimedia (including sound and video), and flash animation.

Content covered:

Yr 11 Course

Introduction to Information Skills Systems (20%)

- Different Information Systems used in business and personal settings
- Reasons for digital data representation
- Social and ethical issues

Tools for Information Processes (50%)

- Scanners
- Joysticks
- Interactive Whiteboards
- Digital Cameras
- Digital Video Cameras
- Speakers
- Projectors

Developing Information Systems (30%)

- Traditional stages in developing a digital product
- Roles of people involved in systems development
- Group Project
- Individual Project
- Social and ethical issues

Yr 12 Course

Project Management (20%)

- Techniques for managing a project
- Understanding the problem
- Planning
- Designing solutions
- Implementing
- Testing, evaluating and maintaining

Information Systems and Databases (20%)

- Information systems
- Database information systems
- Organisation
- Storage and retrieval
- Other information processes
- Issues related to information systems

Communication Systems (20%)

- Characteristics of communication systems
- Examples of communication systems
- Transmitting and receiving in communication systems
- Other information processes in communication systems
- Managing communication systems
- Issues related to communication systems

Option Strands (40%)

- Decision Support Systems
- Multimedia Systems

Course: Investigating Science

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

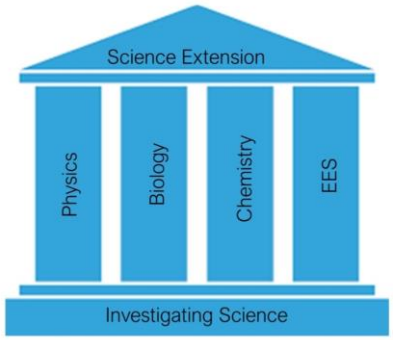
Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.

Course Description:
he 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:

Yr 11
The Year 11 course consists of four modules.
- Module 1 Cause and Effect – Observing
- Module 2 Cause and Effect – Inferences and Generalisations
- Module 3 Scientific Models
- Module 4 Theories and Laws



Yr 12
The Year 12 course consists of four modules.
- Module 5 Scientific Investigations
- Module 6 Technologies
- Module 7 Fact or Fallacy?
- Module 8 Science and Society

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

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

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

Course: Legal Studies

2 units for each of Yr 11 and Yr 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:

Yr 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)

Yr 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 I

2 units for each of Yr 11 and Yr 12
Board Developed Course

Exclusions: Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard I1. Students who have followed the Mathematics Standard 1 pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.

Prerequisites:

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

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

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 or the Mathematics Standard 2 Year 12 course.
- Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol ◇.
- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. It is a category B subject; only 1 category B subject will count in the calculation of the ATAR.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 1 in Stage 6:

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

Course Content

Yr 11 Course

- Topic: Algebra
  - Formulae and Equations
  - Linear Relationships
- Topic: Measurement
  - Applications of Measurement
  - Working with Time
- Topic: Financial Mathematics
  - Money Matters
- Topic: Statistical Analysis
  - Data Analysis
  - Relative Frequency and Probability

Yr 12 Course

- Topic: Algebra
  - Types of Relationships
- Topic: Measurement
  - Right-angled Triangles
  - Rates
  - Scale Drawings
- Topic: Financial Mathematics
  - Investment
  - Depreciation and Loans
- Topic: Statistical Analysis
  - Further Statistical Analysis
- Topic: Networks
  - Networks and Paths

Course: Mathematics Standard 2

2 units for each of Yr 11 and Yr 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
Financial mathematics
Linear relationships
Non-linear relationships
Volume
Right-angled triangles (Trigonometry)
Single variable data analysis
some content from Equations
some content from Probability

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 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.

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.

Course Content

Yr 11 Course

- Topic: Algebra
  - Formulae and Equations
  - Linear Relationships
- Topic: Measurement
  - Applications of Measurement
  - Working with Time
- Topic: Financial Mathematics
  - Money Matters
- Topic: Statistical Analysis
  - Data Analysis
  - Relative Frequency and Probability

Yr 12 Course

- Topic: Algebra
  - Types of Relationships
- Topic: Measurement
  - Non-right-angled Trigonometry
  - Rates and Ratios
- Topic: Financial Mathematics
  - Investments and Loans
  - Annuities
- Topic: Statistical Analysis
  - Bivariate Data Analysis
  - The Normal Distribution
- Topic: Networks
  - Network Concepts
  - Critical Path Analysis

Course: Mathematics Advanced

2 units for each of Yr 11 and Yr 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
Surds and indices
Equations
Linear relationships
Trigonometry and Pythagoras' theorem
Single variable data analysis

and at least some of the content from the following substrands of Stage 5.3:

Non-linear relationships
Properties of Geometrical Shapes.

Course Description:

- The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- 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.

Course Content:

Year 11

- Topic: Functions
  - Working with Functions
- Topic: Trigonometric Functions
  - Trigonometry and Measure of Angles
  - Trigonometric Functions and Identities
- Topic: Calculus
  - Introduction to Differentiation
- Topic: Exponential and Logarithmic Functions
  - Logarithms and Exponentials
- Topic: Statistical Analysis
  - Probability & Discrete Probability Distributions

Yr 12 Course

Topic: Functions
- Graphing Techniques

Topic: Trigonometric Functions
- Trigonometric Functions and Graphs

Topic: Calculus
- Differential Calculus
- The Second Derivative
- Integral Calculus

Topic: Financial Mathematics
- Modelling Financial Situations

Topic: Statistical Analysis
- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

Course: Mathematics Extension 1

1 unit in each of Yr 11 and Yr 12 **Exclusions:** Mathematics Standard I or II

Board Developed Course

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
- Circle Theorems
- 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 Advanced 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 a science, engineering, finance and economics.

Course Content

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics. The Topics and Subtopics are:

Yr 11 Course

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

Yr 12 Course

- Topic: Proof
  - Proof by Mathematical Induction
- Topic: Vectors
  - Introduction to Vectors
- Topic: Trigonometric Functions
  - Trigonometric Equations
- Topic: Calculus
  - Further Calculus Skills
  - Applications of Calculus
- Topic: Statistical Analysis
  - The Binomial Distribution

Course: Mathematics Extension 2 (only available in HSC Course)

1 unit in HSC only **Exclusions:** Mathematics Standard I or 2

Board Developed Course

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.

Course Content:

The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:

Year 12

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

Course: Modern History

2 units for each of Yr 11 and Yr 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.

Course Content:

Yr 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.

Yr 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 Yr 11 and Yr 12
Board Developed Course
Prerequisites: Music mandatory course (or equivalent) **Exclusions**: Music 2

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:
Yr 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.

Course: Personal Development, Health and Physical Education

2 units for each of Yr 11 and Yr 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:

Yr 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

Yr 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 Yr 11 and Yr 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.

Course Content:
Year 11
The Year 11 course consists of four modules.
- Module 1 Kinematics
- Module 2 Dynamics
- Module 3 Waves and Thermodynamics
- Module 4 Electricity and Magnetism

Year 12
The Year 12 course consists of four modules.
- Module 5 Advanced Mechanics
- Module 6 Electromagnetism
- Module 7 The Nature of Light
- Module 8 From the Universe to the Atom

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

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

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

Course: Science Extension (Year 12 only)

1 unit for Yr 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 Yr 11 and Yr 12
Board Developed Course **Exclusions:** Nil

Course Description:
The Year 11 and 12 courses reflects 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.

Course Content:

Yr 11 Course

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

Yr 12 Course

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries (ATCFAI)
- 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 Yr 11 and Yr 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:

Yr 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.

Yr 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:
Yr 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

Yr 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: Computing Applications

2 units for each of Yr 11 and Yr 12
Board Endorsed Course

Exclusions: Software Design and Development, Information Processes & Technology, Information Technology (VET)

Course Description:
Computer-based technology is an integral part of contemporary society. This is reflected in daily activities carried out in contexts such as the workplace, education, entertainment, recreation and the home. In this course, students will participate in hands-on activities to develop skills, knowledge and understanding related to information and communication technologies so that they can participate confidently in these environments.

This is a highly practical course that allows students to work both individually and in groups. Students will look at how applications are used within a business setting and will solve problems for a mock company.

Modules covered include:

1. Hardware and Software Skills - basic troubleshooting and what to look for when buying a computer.
2. Graphics - file types, creating and manipulating photos and pictures
3. Spreadsheets - keeping track of a business' finances
4. Word Processing - Corresponding with clients
5. Databases - Maintaining a record of clients and supplies
6. Communication - Setting up a basic webpage and maintaining a simple network of computers
7. Multimedia - Simple animation for use on a company webpage

Course: Exploring Early Childhood

2 units for each of Yr 11 and Yr 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 Yr 11 and Yr 12
Board Endorsed Course

Exclusions: Mathematics Extension
Mathematics Advanced
Mathematics Standard

Course Description:
This is a new course focused on the development and consolidation of core numeracy skills. These skills will be developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy.

This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and person contexts. This may include students who are yet to demonstrate achievement of the HSC Minimum Standard in numeracy. Students who have already met the HSC Minimum Standard in numeracy will be better placed studying Mathematics Standard.

Modules covered include:

Year 11

1. Operations with Whole Numbers
2. Data, graphs and tables
3. Distance, area and volume
4. Operations with Fractions and Decimals
5. Probability
6. Length, Mass and Capacity

Year 12

1. Percentages.
2. Finance
3. Location, time and temperature
4. Space and design
5. Rates and ratios
6. Statistics and probability

Course: Sport, Lifestyle and Recreation

2 units for each of Yr 11 and Yr 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 CEC* 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

Wagga Wagga RTO 90333

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

General

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

Framework and Non Framework Courses

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

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

Note: Students must complete a 240 hour Industry Curriculum Framework Course to sit the optional HSC examination.
Only ONE Category B course may be used towards the student's ATAR. Board Endorsed Courses cannot be used towards the ATAR.

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

Assessment Procedures

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

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

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

Optional External HSC Examination

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

Student Selection, enrolment and induction procedures

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

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

Fees and charges

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

Students having difficulty in making payments may be able access the Student Assistance Scheme. See your student adviser for details as to how this fund can be accessed.

Freedom of Information and Privacy

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Work Placement

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

School Based Apprenticeships and Traineeships (SBATs)

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

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

Becoming a School Based Apprentice or Trainee

Students must first find an employer prepared to take them on as a school based apprentice or trainee. Once an offer of employment has been made, students must contact the SBAT Contact Person in their school. This is usually the Careers Adviser. The SBAT Contact Person will then commence the process to seek approval to establish a SBAT.

Students wanting to find out more information regarding SBATs should contact the school's Careers Adviser. The following website is also a key source of information regarding SBATs:
www.sbatinnsw.info

Unique Student Identifier

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

Smart and Skilled

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

AUTOMOTIVE VOCATIONAL PREPARATION – Mechanical Technology Category B

This course will provide you with the relevant vocational skills required for employment and further training in the automotive industry. You will be performing practical tasks in an automotive workshop environment including minor servicing and preparatory work covering basic functions and operations of major systems and components including engines, petrol and diesel fuel, electrical, suspension and steering, exhaust, transmission and drivelines. Successfully completing this course will ensure you have the knowledge and skills to follow a career in a range of automotive disciplines. Students can also undertake this course with a motorcycle focus.

The Certificate II course will provide a pathway to higher qualification courses and apprenticeships with the Light Vehicle or Heavy Vehicle disciplines. Light Vehicle courses involve mechanical work in the automotive light vehicle service and repair industry in a range of Certificate III qualifications including Light Vehicle Mechanical Technology, Automotive Body Repair, Automotive Refinishing, Automotive Electrical Technology or Motorcycle Mechanical Technology. Our Heavy Vehicle courses are for mechanical work in the automotive heavy vehicle service and repair sector. These are the courses to take for entry into the mining, construction and agricultural sectors and include Certificate III level in Heavy Commercial Vehicle Mechanical Technology or Agricultural Mechanical Technology.

Delivery Offering	Albury, Coomealla, Cootamundra, Deniliquin, Griffith, Temora, Tumut, Wagga Wagga and Young
How will student be assessed?	Written tests, a centrally set exam, project work and practical tasks
Possible Credentials	AUR20716 Certificate II in Automotive Vocational Preparation
HSC Unit Value	2 Units or 4 Units
Eligibility	Year 12 or 11
BOSTES Course No	26011
Contribute to ATAR	Yes – if optional exam is completed with 240-hour course
Work Placement	Mandatory – 35 hours per 2 HSC units
School Based Traineeship available	Yes
School Based Apprenticeship available	Yes

CERTIFICATE II IN AGRICULTURE – AHC20116

NSW GOVERNMENT Education

Wagga Wagga RTO 90333

AHC20116 Certificate II in Agriculture

Entry Requirements:

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

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
- 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 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 yet competent' in individual units of competency.
N Determinations: Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.
External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.
Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

Resources costs: Nil
Refund Arrangements: on a pro-rata basis

Delivery Arrangements: : 9 x 50 minute lessons per 2 week cycle

Exclusions: Nil

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

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

CERTIFICATE II IN CONSTRUCTION PATHWAYS - CPC20211

NSW GOVERNMENT Education

Wagga Wagga RTO 90333

CPC20211 Certificate II in Construction Pathways

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

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

Course: Construction (240 indicative hours) 4 Preliminary and/or HSC units in total
Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)
Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

Course Description

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

Core Units of Competency

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

Elective Units of Competency

- CPCCCA2002B Use carpentry tools and equipment
- CPCCCA2011A Handle carpentry materials
- CPCCCM2004A Handle construction materials
- CPCCCM2006B Apply basic levelling procedures
- CPCCCA2003A Erect and dismantle form work for footings and slabs on ground
- CPCCWHS1001 Prepare to work safely in the construction industry. (White Card)
- CPCCJN2001A Assemble components
- CPCCJN2002B Prepare for off-site manufacturing process

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

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

Qualifications

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

Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.
N Determinations: Where a student has not met 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: $50.00 resource fee and $50.00 White Card course fee. Discuss payment options with your trainer
Refund Arrangements: on a pro-rata basis

Delivery Arrangements: : 9 x 50 minute lessons per 2 week cycle

Exclusions: Nil

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

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

CERTIFICATE I in ENGINEERING - MEM10105

NSW GOVERNMENT Education

Wagga Wagga RTO 90333

MEM10105 Certificate I in Engineering

Entry Requirements:

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

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

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

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

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

Course Description

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

Core Units of Competency

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

Elective Units of Competency

- MEM15002A Apply quality systems
- MEM12023A Perform engineering measurements
- MEM12024A Perform computations
- MEM18001C Use hand tools
- MEM18002B Use power tools/hand held operations
- MEM05005B Carry out mechanical cutting
- MEM05012C Perform routine manual metal arc welding
- MEM07032B Use workshop machines for basic operations
- MEM11011B Undertake manual handling
- MEM16008A Interact with computing technology

This course also requires the completion of the manufacturing, engineering and related services industries induction and MEM09002B Interpret technical drawing to meet the requirements of the NSW Education Standards Authority (NESA) HSC.

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

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a MEM10105 Certificate I in Engineering. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards MEM10105 Certificate I in Engineering.

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

N Determinations: Where a student has not met 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: $50.00 Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: 9 x 50 minute lessons per 2 week cycle

Exclusions: Nil

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

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

CERTIFICATE II IN HOSPITALITY- SIT2016

NSW GOVERNMENT Education

Wagga Wagga RTO 90333

SIT20316 Certificate II in Hospitality

Entry Requirements:

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

Course: Hospitality (240 indicative hours)
4 Preliminary and/or HSC units in total
Board Developed Course
Category B status for Australian Tertiary Admission Rank (ATAR)
Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

Course Description

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

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

Core Units of Competency

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

Elective Units of Competency

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

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

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for SIT20316 Certificate II in Hospitality. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20316 Certificate II in Hospitality. Portfolios of evidence are required in some units of competency in this course.

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

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

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

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

Resources costs: $50.00 resource fee
Refund Arrangements: on a pro-rata basis

Delivery Arrangements: 9 x 50 minute lessons per 2 week cycle

Exclusions: Nil

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

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

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

FRIDAY 9th AUGUST (Wk 3)
Students issued with Senior Prospectus at first Year 10 Information Day.
Requirements for Years 11 and 12 outlined to students.

9th AUGUST – 21st AUGUST (Wk 3 - 5)
Head Teachers of English, Mathematics, Science/Agriculture, HSIE and PDHPE will visit classes to deliver information regarding the courses available.

WEDNESDAY 14 th AUGUST – Period 3 & 4 (Wk 4)
Head teachers/staff of CAPA, Home Economics and Industrial Arts, as well as SBAT Representatives, will deliver information to smaller groups of Year 10.

WEDNESDAY 14 th AUGUST (Wk 4)
Parent / Student Information Night 6.30pm DHS Multi-Purpose Centre.

FRIDAY 23rd AUGUST (Wk 6)
Last day for students to return their signed Subject Selection Sheet to the Front Office.

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