

# The Higher School Certificate - 2024



## INFORMATION FOR PARENTS & STUDENTS AND COURSE DESCRIPTION BOOKLET

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## **Principals Message 'Looking to the Future'**

At UHS we aim to prepare our young people for their future rather than for our past. The interests, of our students is always, front and centre. We continue to reconceive how we can best prepare our students for employability in a fast-changing labour market and for active citizenship in a democratic society.

More profoundly, the heavy focus on scholastic performance is seen by students to pay too little regard to the other skills and attributes that they require for successful adulthood. The general characteristics of students need to be given greater weight in the final years at school. The ATAR and certain paths should be regarded as just one important measure of success. Our intention is to educate for and assess the diverse learnings that make the whole person. At UHS our intent is to open doors, not narrow pathways.

The opportunity for students to select subjects that hold their interests and passions, along with alignment with their future aspirations is a time that we look forward to as a school. At UHS we have an abundance of extraordinary subject choices which foster many diverse and authentic learning experiences for our students. As the world faces deep and widespread changes that are transforming our world, schools are afforded opportunity to encourage students to choose more broadly, to focus on developing the 'dispositions of learning' and the abilities to critically reflect, communicate, collaborate and be creative. We encourage students to think through this stage of high school as infinite, that is, anything is possible in the learning journey.

The HSC courses you choose will continue to build your understanding of yourself as a learner and gain confidence in your ability to develop cognitive, interpersonal and intrapersonal skills and aptitudes.

Seek advice from teachers, students, parents, careers advisor and employers when thinking about what you might choose. Do the research on the subject that interest you, but also in those subjects that you know nothing about, you may surprise yourself on what they have to offer.

The HSC is a milestone of attainment and successfully completing that step ensures success beyond school.

Achievement and success are a combination of passion, effort, resilience, and perseverance. I commend all students to develop your understanding of what is on offer, seek timely advice, feedback and open to new ideas, all of which are essential for ultimately improving your school journey.

To the class of 2024, set your goals, be kind to yourself and go for excellence. This will lead into an exceptional year ahead.

Denise Lofts  
Principal

## The HSC: What is it all about?

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- The HSC recognises 13 years of schooling.
- In the interests of greater career choices and increased opportunities at university and TAFE, the HSC offers you a full range of study areas matching individual abilities, interests and goals.
- HSC courses can be linked to further education and training.
- HSC Extension courses (including undergraduate university courses) will enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training (VET) courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.
- The HSC will include life skills courses for students with special education needs.
- The HSC will fairly assess each student's knowledge and skills.
- If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance, you will receive a higher mark.

## Know your strengths and aspirations for 2023, 2024 and beyond

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This booklet provides an outline of the courses available at Ulladulla High School in 2023/2024. We want to help you make the right decision about your future, either to return to Senior School or to look at other career choices at the end of Year 10. If you decide to return to school, it is important to select the subjects which will help you succeed and enable you to follow a rewarding career path.

Every student in NSW by law must complete Year 10 or equivalent, before they leave school at 17 years of age. Most students remain at school for the HSC. This decision should be based on your interests and aspirations. Job opportunities for 17-year old's are very limited. It is important to consider training components of any employment offer made to you at the end of Year 10 or Year 11. Ideally, training and further qualifications will be a significant component of the work.



The decision for you to continue with schooling should revolve around the need you have for the HSC and your future. Our past results indicate that it is not good enough to return just because your friends are, you don't know what else to do, or the family wants you to return to school. **STAYING ON** at school can exponentially improve your career choices and prepare you for life, work and future studies. Completing your HSC does make a difference in all areas of your life. Having a HSC, or relevant, is becoming a necessary standard.

In the senior school, you will take an increasingly **ACTIVE** role in your own learning. To be successful you will work collaboratively with your peers and teachers, strengthen skills and application in critical thinking and practice endurance and real-world problem solving. You will have clear goals and be **POSITIVE** about yourself, your school, your studies and your future.

## Success in the Higher School Certificate

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Students who achieve to their potential at the HSC generally have clear realistic career goals (or a range of career options). With distinct purpose and a sense of achievement these students have the best chance of success. Subject selection and the level of study at the HSC requires the utmost care. Students are encouraged to have conversations with their teachers, Head Teachers and the Careers Adviser about course aspirations.

All subjects are "new" courses over the two years and may be attempted e.g., a student can select senior History, Visual Arts or Geography etc. with no previous background in the subject.

### Indicators of probable success:

- Stage 5 grades in English, Mathematics and Science provide an excellent indication of levels of entry into many courses. It is not too late to improve them.
- Good work habits - Students do not generally alter their study or achievement patterns and so a "promise" to work harder in senior years is usually not sustained. It is important to establish good work habits now.
- Subjects which students like and enjoy are those where success comes most easily. It is important to choose for yourself not for your friends.
- Having clear goals and reasons for making the choices is helpful. For many students it is not possible to be too exact, even a general idea helps.

## What am I aiming for?

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You should work out what type of HSC you are after by trying to answer the following questions.

Do I want/need:

- A Record of School Achievement (ROSA) detailing all Preliminary courses satisfactorily completed and grades awarded?
- A Record of School Achievement (ROSA) detailing all HSC Courses satisfactorily completed?
- A Higher School Certificate (HSC) indicating for each course satisfactorily completed, your scaled HSC exam mark AND your moderated school assessment mark?
- An Australian Tertiary Admission Rank (ATAR) based on your best ten units of Board Developed courses?

You are encouraged to consider these questions in order to make wise subject choices.

## What do I have to do to qualify for a HSC?

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NESA requires you to apply yourself to all courses with diligence and sustained effort. To do this you must have:

- Satisfactory pattern of attendance and participation in the learning
- Satisfactory pattern of both Preliminary and HSC courses
- Completed course requirements
- Applied yourself with diligence in each course
- Completed assessment requirements
- Make a serious attempt at Assessment Tasks and School Based Examinations
- Make a serious attempt at the HSC examinations.
- Demonstrate a minimum standard of numeracy and literacy



## What is the difference between Preliminary and HSC courses?

Preliminary courses are studied in the first instance. The Preliminary course is completed in Terms 1, 2, 3 and the beginning of Term 4 in Year 11. This may vary for some pathways and accumulation students (see below). You must satisfactorily complete the course and the assessment requirements in a Preliminary course before being considered for entry into an HSC course. The Preliminary course provides the underpinning knowledge and skills for the HSC course. In many subjects, specific components of the Preliminary course and the HSC course are examined in the HSC examination. You should get this information when you are choosing subjects.

## How long have I got to complete the HSC requirements?

You have up to five years after your first HSC exam to complete all HSC requirements. The HSC is flexible and enables you to follow a number of what are called "pathways" to a HSC.



You may, for example, complete your HSC in:

- Two years, by following the "traditional" pattern of 12 units in Year 11 and 12 units in Year 12. This is the most common pattern at Ulladulla High School.
- Three years, by repeating one or more courses and re-sitting for the HSC examination in those courses in the third year. This is not an automatic entitlement and must be seriously considered before approved.
- Three years, by doing a "traditional" Year 11 and spreading Year 12 over two years. This is called "Accumulation". Talented athletes often consider this option.
- Four years, by accumulating Preliminary courses over the first and second years and HSC courses over the third and fourth years. Students with severe illnesses may be better with this type of pattern. It also allows for a combination of study and work, in some cases.

### **Are there any problems with "accumulation" of the HSC?**

If you decide to accumulate your HSC courses over a number of years, you need to be aware that over that period some courses may be discontinued and some may not run in a particular year due to lack of numbers. This may mean studying a subject by distance education or changing which subjects are done in which year.

Essentially, what you need to do to get a HSC is to satisfy NESA's requirements that you satisfactorily complete at least 12 Preliminary units and 10 HSC units over a maximum period of five consecutive years. At Ulladulla High School most students complete 12 Preliminary Units and 12 HSC Units to maximise post school options.

## What are the units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 unit. In the HSC, each unit has a value of 50 marks.

- 2 units = 4 hours per week (approximately 120 hours per year) in class
- = 4 hours per week at home on study and completion of homework and assessments
- = 100 marks

## What is the HSC minimum standard?

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NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life. Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

Students do not need to sit the reading, writing or numeracy test(s) if they achieved Band 8 or above in the respective 2017 Year 9 NAPLAN test(s).

The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- Study HSC courses
- Sit the HSC exams
- Receive HSC Assessment and exam results
- Receive an ATAR
- Receive a Record of School Achievement

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

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

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

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

Further Information NSW Education Standards Authority (NESA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

## The HSC at Ulladulla High School

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If you wish to be awarded the HSC at Ulladulla High:

You must satisfactorily complete a **Preliminary pattern of study comprising at least 12 units** and a **HSC pattern of study comprising at least 10 units**. Both patterns must include:

- at least 6 units of Board Developed Courses
- at least 2 units of a Board Developed Course in English
- at least three courses of 2-unit value or greater (either Board Developed or Board Endorsed Courses)
- at least four subjects.
- no more than 7 units of Science in the Year 12 pattern of study.

You must also meet requirements of “All my Own Work”, “Life Ready” and Sports participation.

You must complete the practical, oral, work placement or project works required for specific courses.

You must complete the assessment requirements for each course.

You must apply yourself with sustained effort and diligence to each course.

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

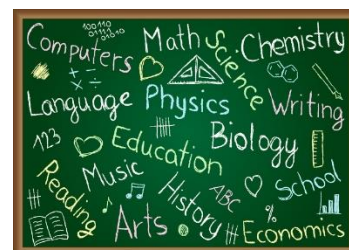
## Specific HSC Course Notes you must consider when making subject choice

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- Several subjects include a requirement for the development of project work for either internal or external assessment – for example, Visual Arts, Drama, Industrial Technology, Music, and others. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- At most, 6 units of courses in Science can contribute to the Preliminary Certificate and 7 units of Science in the Higher School Certificate.
- Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History.
- Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
- You must study Music Course 2 if you wish to study HSC Music Extension.
- If you study a Vocational Education subject such as Certificate II in Business, Certificate II in Construction Pathways, Certificate III in Live Production and Services, Certificate II Hospitality – Food and Beverage, Certificate II in Sport Coaching, Certificate III in Retail you **MUST** complete the mandatory work placement component of 70 hours to be eligible for the HSC in that subject.

Additional information about courses and the HSC is available on the NESA Website:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

**Remember – the more research you do the better choice you will make.**





## All my own work

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NESA requires all students entering the Preliminary course to have completed a ten hour course called “All My Own Work”. In this course students will learn about plagiarism and the need to provide original work in all Assessment Tasks.

It is anticipated that students will complete this course on-line at school at the end of Year 10. Students who enroll at the start of the Year 11 year will need to complete this course on-line before they attend any classes.

## Life Ready

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The Department of Education and Training requires that all students in public schools complete 25 hours of study in a course called “Life Ready” prior to completing their HSC studies. In this course students consider personal issues around relationships, drug and alcohol abuse and general wellbeing.

At Ulladulla High School students complete this course in a number of ways. Students are expected to participate when the motivational speakers come to the school and to be actively involved in the “Pretty Beach” camp at the end of Year 11. **This means “Pretty Beach” is compulsory.** Students who miss any of these events must complete alternate tasks. The end of Preliminary report will not be issued until Year 11 Life Ready requirements are met.

## Sport Participation

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The Department of Education and Training requires that all students in public schools to participate in school sport in Year 11. At Ulladulla High School this sport time is accumulated in a number of ways.

Students are expected to participate fully in school sporting events including the swimming, cross country and athletics carnivals over both Year 11 and Year 12. Students are expected to participate in curriculum based physical activities in subjects such as PD/H/PE and Sport and Recreation. Students are expected to participate fully in the physical components of the “Pretty Patch” camp. Students may also be required to complete an undertaking to complete physical activity at home.

## USI – Unique Student Identifier (AGHE98N3JY)

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Unique Student Identifier (USI) to link together the national records of training that a person has completed at different training providers, in different states and in different years back to 2015. All students in year 10 will be required to generate a USI at the end of year 10. A source of identification will be required e.g., Medicare card or Drivers license etc.

## Student Uniform

Senior students take on a leadership role in the school. They are expected to be in full school uniform all the time. A senior jersey can be ordered to acknowledge this honour.

Shoes are particularly important and must meet work cover requirements – solid, all-black with leather uppers.



## Australian Tertiary Admission Rank (ATAR)

For HSC students to be able to enter University they must choose subjects that generate an Australian Tertiary Admission Rank (**ATAR**). At Ulladulla High School about 35-40% of Year 12 students get a University offer. Students may also use the ATAR for other purposes.

The ATAR is a number between 0 and 100 (with 0.05 increments) that ranks student academic performance by assessing most of their HSC subjects. Admission to most university courses is based on ATAR ranking, but other criteria such as portfolio, interview, audition and questionnaires are used for some course selection. The ATAR can also be used to determine academic scholarships.

The ATAR is based on an aggregate of scaled marks in the best ten units of NESA Courses comprising:

- The best **two units** of English.
- The best **eight units** from the remaining units, providing no more than two units of Category B courses are included.

**Category B** courses at Ulladulla High School for next year include:

- Certificate II in Business 2 Unit
- Certificate II in Construction Pathways 2 Unit
- Certificate III in Live Production and Services 2 Unit
- Certificate II in Hospitality – Food and Beverage 2 Unit
- Certificate III in Information Technology 2 Unit
- Certificate II in Rural Operations 2 Unit
- Certificate III in Retail 2 Unit
- Certificate III in Sport Coaching 2 Unit

Remember, only **one of these can contribute to the ATAR** but study of all five can contribute to the HSC. If you do not want an ATAR this should be considered. On occasion TAFE will offer a category B subject. You need to check the separate TAFE information for the status of these subjects. NB: Category B courses have an optional HSC component.

If students repeat courses for the HSC, the most recent attempt will be the one to be included in the ATAR

## What is the purpose of an ATAR?

You will need an ATAR if you intend applying for and gaining university entrance. In addition, some employers insist on, or prefer, an ATAR even if the job does not require a university education. If you do not qualify for an ATAR, you need to check carefully that this does jeopardize your chances in a particular field. It is worth

remembering that VET courses may give you automatic entrance into future TAFE courses and the majority of the present students in NSW TAFE will not have a need for an ATAR.

## Choosing your courses

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When considering the completing of Senior School, a major decision you need to make is your choice of courses. The selection of courses for the senior years is an important one, and should only be made after considering the following points:

### 1. Your APPLICATION AND GROWTH MINDSET

Your performance over recent years is some indication of what you can do. Be optimistic about yourself and build on your strengths. Select subjects which develop your strengths and enable you to go on achieving well.

### 2. Your INTERESTS and STRENGTHS

You should choose courses you are interested in and/or those which may relate to your career choice.

### 3. Your CAREER ASPIRATIONS

You do not need to know exactly what you wish to do but having a general idea of career aspirations will be helpful.

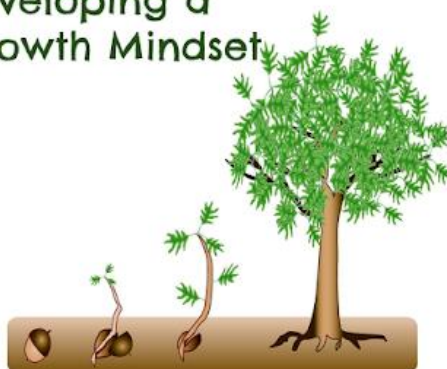
### 4. Tertiary PRE-REQUISITES

If you have decided you want to pursue further study after the HSC, you must look carefully at possible courses to see what the requirements are. As the pre-requisites for tertiary courses vary, you must be sure you have accurate updated information.

To help you choose courses, answer the following questions:

- **Why** am I choosing this course?
- Do I **know** all about the course?
- Am I **interested** in the course?
- Am I currently **succeeding** in the Subject?
- If it is a new subject, do I have the **application** to succeed in the subject?
- Does the course provide me with a **balanced program** offering interest and variety?
- Does the course satisfy the **requirements of the careers** I am interested in?
- Am I **willing to apply myself** consistently to achieve the best results I can in this subject for two years?
- What **advice** do my current teachers have?

Developing a  
Growth Mindset



## What type of courses can I choose?

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### Board Developed Courses

These courses are developed by NESA. For each course, the following information is available in the booklet and from the website <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>:

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

All students entered for the HSC who are studying Board Developed Courses follow these syllabuses. These courses are examined externally at the end of the HSC course. Board Developed Courses count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

At Ulladulla High 2-unit Board Developed Courses include:

- |                                 |   |                                      |
|---------------------------------|---|--------------------------------------|
| - Aboriginal Studies            | - English EALD                                  | - Japanese Beginners                 |
| - Agriculture                   | - English Extension 1                           | - Japanese Continuers                |
| - Ancient History               | - English Extension 2 (HSC only)                | - Legal Studies                      |
| - Biology                       | - Food Technology                               | - Mathematics Standard               |
| - Business Studies              | - French Beginners                              | - Mathematics Extension 1            |
| - Chemistry                     | - French Continuers                             | - Mathematics Extension 2 (HSC only) |
| - Community & Family Studies    | - Geography                                     | - Modern History                     |
| - Dance                         | - Indonesian Beginners                          | - History Extension (HSC only)       |
| - Design & Technology           | - Indonesian Continuers                         | - Music 1 or Music 2                 |
| - Drama                         | - Industrial Technology Timber                  | - PD/H/PE                            |
| - Earth & Environmental Science | - Industrial Technology – Metal and Engineering | - Physics                            |
| - Economics                     | - Information Processes & Technology            | - Science Extension (HSC Only)       |
| - Engineering Studies           | - Investigating Science                         | - Society & Culture                  |
| - English Advanced              |   | - Software Design & Development      |
| - English Standard              |   | - Studies of Religion II             |
| - English Studies               |   | - Textiles & Design                  |
|                                 |   | - Visual Arts                        |

### ATAR Classification of English Studies and Mathematics Standard 1 (Year 12)

Those students who take English Studies in the HSC and want to receive an ATAR will need to remember that only 2 units of category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation. Therefore, English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses

## Board Developed Extension Courses

Extension study is available, on application, in a number of subjects.

- Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English Extension 1 and 2, Mathematics Extension 1 and 2, History Extension, Music Extension, Science Extension, Languages and VET. Undergraduate university courses will be available in some subjects.
- English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.
- Board Developed Extension Courses contribute to the ATAR and the HSC.

## Board Endorsed Courses

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

- a) Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.
- b) Schools may also design courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

There is no external examination for any Content Endorsed Course or School Developed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. Assessment is school based. Board Endorsed Courses do not count in the calculation of the ATAR.

At Ulladulla High School Board Endorsed 2 Unit subjects include:

- Computer Applications
- Exploring Early Childhood
- Marine Studies
- Maths Numeracy (Head Start HSC Plus Only)
- Photography
- Sport & Recreational Studies
- Work Studies (Head Start HSC Plus Only)

## Life Skills Courses as part of a Special Program of Study

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Stage 6 (Years 11 and 12) Life Skills courses will be available for students with identified special education needs following a Special Program of Study for the Higher School Certificate.

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years.

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

## Assessment and Reporting for Preliminary

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The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10. Students who receive their HSC will also be able to receive a RoSA at the same time as their HSC detailing their achievement in their earlier years of study.

The RoSA provides an ongoing, cumulative record for students. It will record grades for courses students complete in Year 10 and in Year 11. The A to E grades will be based on performance descriptors to provide a moderated, school-based assessment.

Students who leave school before the completion of Year 12 and who satisfy eligibility requirements for the RoSA can apply to receive the formal credential.

## Assessment and Reporting of the HSC

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The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject. The syllabuses, along with assessment and examination information and a performance scale are used to describe your student's level of achievement, give a clear idea of the standards that are expected.

The HSC reports will provide a description of your achievements.

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

**The other 50% will come from the HSC examination.**

Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected in the course. 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 which is a band 6. Lowest level of achievement is band 1, less than 50 marks.

## Celebration of the HSC

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**On satisfactory completion of your HSC at graduation you will receive a portfolio from Ulladulla High containing:**

### *Graduation Certificate*

This certificate celebrates the accomplishment of the HSC

### *HSC School Report*

The official school record confirming your achievements in the final year of study

### *Invitation to Presentation Night*

Where relevant, students with outstanding academic, cultural and sporting successes will be individually invited to Presentation Night

### *Formal Ticket*

Celebration of completion of the formal years of schooling culminates at the School Formal held at the end of formal school classes, end of Term 3.

**On completion of your examinations, return of all loaned materials and finalisation of accounts, you will receive from Ulladulla High:**

### *School Reference*

Each student receives only one reference at the completion of their scholastic career. This reference highlights achievements and personal qualities evidenced in your school years

**On satisfactory completion of your HSC and meeting the required minimum standards in literacy and numeracy, you will receive a portfolio from NESA containing:**

### *The HSC Testamur*

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

### *HSC Record of School Achievement*

Board Developed HSC courses listed with Assessment Mark, Examination Mark, HSC Mark and Performance Band. All Preliminary and Stage 5 courses will be on separate certificates

### *Course Reports*

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

### **Student eRecord**

All students have access to a record of results on a Student eRecord. The Student eRecord is available through Students Online. Students should ensure they activate their Students Online account. The Student eRecord is not a formal NESA credential but has the same information as a RoSA and also contains information regarding Life Skills outcomes achieved and VET course competencies completed, where applicable.





## TAFE Vocational Education Courses (TVET)

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Students from Ulladulla High School have undertaken TAFE courses in the following subjects: Automotive, Tourism, Primary Industries, Beauty and Child Studies and other.

TAFE will offer an extensive list of subjects and classes may be formed in those courses where enough students choose that subject. Fees are applicable for many of the courses. TAFE will provide further information on which courses will be offered for next year.

## Vocational Education and Training (VET) Courses

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Vocational Education and Training (VET) courses are offered as part of the HSC. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both HSC qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by the school, while others will be delivered by TAFE or other providers.

Ulladulla High School offers the following two-unit VET courses:

- Certificate II in Business 2 Unit
- Certificate II in Construction Pathways 2 Unit
- Certificate III in Live Production and Services 2 Unit
- Certificate III in Information Technology
- Certificate II in Certificate II Hospitality – Food and Beverage 2 Unit
- Certificate II in Rural Operations
- Certificate III in Sport Coaching 2 Unit
- Certificate III in Retail 2 Unit

**Work Placement** is compulsory. Fees must be paid in advance unless otherwise negotiated with the Principal or Deputy Principal.

## **Ulladulla Head Start – HSC PLUS: An Alternate Curriculum Choice**

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Not all students need a University Entrance or are interested in a traditional HSC pattern of study but would benefit by completing Years 11 and 12 with an Alternative Curriculum that aims to give them a Head Start in the transition to employment. Our Alternative Curriculum is an Ulladulla High School initiative that provides a diverse and engaging curriculum but also creates partnerships with external agencies who will support our students in gaining a HSC, employment, qualifications, and work experiences.

For students interested in 'Head Start HSC PLUS' a special parent evening will be held to discuss the program and decide upon a pattern of study, students should let the Deputy Principal know of their interest so they can be included.

## **Traineeships / Apprenticeships (SBATs)**

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Traineeships are jobs that combine work, structured training and school. Although they vary from one industry to another, all traineeships include the following:

- paid employment under an appropriate industrial arrangement (e.g. an award or enterprise agreement)
- a training agreement or indenture that is signed by both the employer and apprentice or trainee and registered with the NSW Department of Education.
- a training program, delivered by a registered training organisation, that meets the requirements of a declared traineeship in NSW and leads to a nationally recognised qualification.

Over 180 traineeships have been introduced to provide employment and training opportunities in a range of non-trade areas, including multi-media, information technology, sport and recreation, hospitality, retail, and primary industries.

Students at Ulladulla High School have undertaken Traineeships in:

Business Services  
Horticulture  
Automotive Maintenance  
Information Technology  
Caravan Park Management  
Maritime Services  
Construction  
Child Care  
Retail Operations

## Board Developed Courses

## Aboriginal Studies

2 units for each of Preliminary and HSC  
Board Developed Course

Exclusions: Nil

### Course Description:

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

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

### Main Topics Covered:

#### Preliminary Course

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

#### HSC Course

- **Part I – Social Justice and Human Rights Issues (50%)**
  - A Global Perspective (20%)** Global understanding of human rights and social justice
  - AND**
  - B Comparative Study (30%)** A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- **Part II – Case Study of an Aboriginal community for each topic (20%)**
  - A Aboriginality and the Land** – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses
  - OR**
  - B Heritage and Identity** – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- **Part III – Research and Inquiry Methods – Major Project (30%)** Choice of project topic based on student interest.

### Particular Course Requirements:

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

## Agriculture

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

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

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

### Main Topics Covered:

#### Preliminary Course

- Overview
- The Farm Case Study
- Plant Production
- Animal Production

#### HSC Course

##### Core Topics

- Plant/Animal Production (with a focus on the sustainability of production)
- Farm Product Study (with a focus on the sustainability of production)

##### Electives

Choose ONE of the following electives to study:

- Agri-food, Fibre and Fuel Technologies Horticulture
- Climate Challenge
- Farming for the 21<sup>st</sup> Century

### Particular Course Requirements:

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

## Ancient History

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

The study of Ancient History is not about remember dates but about investigating life in early societies through the study of physical and written remains. It offers students the opportunity to investigate how ancient societies shaped the political, social, economic and cultural landscapes they lived in and how they still impact the modern world.

Ancient History stimulates students' curiosity and imagination through a study of the ancient worlds of Persia, Rome, Egypt, Greece, China and the Celtic people. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander peoples.

	Ancient History	Indicative hours
<b>Year 11 course (120 hours)</b>	Investigating Ancient History <ul style="list-style-type: none"> <li>● The Nature of Ancient History</li> <li>● Case Studies</li> </ul> <i>Areas of study will most likely include:            Old Kingdom Egypt, The Celts, Ancient Australia, Palmyra and the Silk Road, Otzi the Iceman, Homers Iliad, Theban Mapping Project</i>	60
	Features of Ancient Societies <i>This could include learning about death and funerary customs, power and image, slavery, trade and cultural contact in Egypt and China.</i>	40
	Historical Investigation	20

	Ancient History	Indicative hours
<b>Year 12 course (120 hours)</b>	Core Study: Cities of Vesuvius – Pompeii and Herculaneum	30
	Society: Sparta	30
	Personalities in their Times – Agrippina	30
	Historical Periods - Augustan Age	30

## Biology

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

The course provides the foundation knowledge and skills required to study biology after completing school and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues and promotes an appreciation for the diversity of life on the Earth and its habitats.

### Main Topics Covered:

#### Preliminary Course

- Working Scientifically (Skills)
- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

#### HSC Course

- Working Scientifically (Skills)
- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Diseases and Disorders

### Particular 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.

## Business Studies

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

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

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

### Main topics Covered:

#### Preliminary Course

**Nature of business** (20%) – the role and nature of business

**Business management** (40%) – the nature and responsibilities of management

**Business planning** (40%) – establishing and planning a small to medium enterprise

#### HSC Course

**Operations** (25%) – strategies for effective operations management

**Marketing** (25%) – development and implementation of successful marketing strategies

**Finance** (25%) – financial information in the planning and management of business

**Human resources** (25%) – human resource management and business performance



## Chemistry

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms to gain a better understanding of how chemicals interact.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

### Main Topics Covered:

#### Preliminary Course

- Working Scientifically Skills
- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

#### HSC Course

- Working Scientifically Skills
- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas

### Particular 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.

## Community and Family Studies

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society requires a comprehensive knowledge of its complex nature. Consequently, Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Community and Family Studies explores life issues that are important to all young people and of equal relevance to female and male students. The topics investigated and the emphasis on research ensures a course that is attractive to many students, with the capacity to challenge and extend all students' ability levels.

### Main Topics Covered:

#### Preliminary Course

**Resource Management** Basic concepts of the resource management process (approximately 20% of course time).

**Individuals and Groups** The individual's roles, relationships and tasks within groups (approximately 40% of course time).

**Families and Communities** Family structures and functions and the interaction between family and community (approximately 40% of course time).

#### HSC Course

**Research Methodology** Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).

**Groups in Context** The characteristics and needs of specific community groups (approximately 25% of course time).

**Parenting and Caring** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). Students will experience parenting first hand using virtual parenting dolls.

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

**Family and Societal Interactions** Government and community structures that support and protect family members throughout their lifespan.

**Social Impact of Technology** The impact of evolving technologies on individuals and lifestyle.

**Individuals and Work** Contemporary issues confronting individuals as they manage roles within both their family and work environments.

### Particular Course Requirements:

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

## Dance

2 units for each of Preliminary and HSC

Board Developed Course

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

### Course Description:

2 units for each of Preliminary and HSC Board Developed Course

### Main Topics Covered:

Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. Components to be completed are:

- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class).

### HSC Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

Core (60%) Performance 20%, Composition 20%, Appreciation 20%

Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

### Particular Course Requirements:

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses. The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

## Design and Technology

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

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

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

### Main Topics Covered:

#### **Preliminary Course**

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

#### **HSC Course**

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

### Particular Course Requirements:

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

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

**Leather upper shoes required when working in a practical environment.**

## Drama

2 units for each of Preliminary and HSC

Board Developed Course

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

### Course Description:

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

### Preliminary Course

Content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

### HSC Course

Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The **Group Performance** (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from **Critical Analysis or Design or Performance or Script-writing or Video Drama**.

### Main Topics Covered:

#### Preliminary Course

Improvisation, Play-building, Acting  
Elements of Production in Performance  
Theatrical Traditions and Performance Styles

#### HSC Course

Australian Drama and Theatre (Core content)  
Studies in Drama and Theatre  
Group Performance (Core content)  
Individual Project: Students will choose from; monologue, theatre criticism, design (costume or promotion or set or lighting), script writing, directors folio, video, critical analysis.

### Particular Course Requirements:

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

### Assessment:

The course is broken into 60% practical and 40% theory.

In the HSC course this is broken into:

20% Study of Australian theatre – group performance essay, written essay (Term 4)

20% Study of Drama and theatre – tutorial and written essay (Term 1)

30% Group Performance (Term 2)

30% Individual Project (on-going through-out the course)

## Earth and Environmental Science

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

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

Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.

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

The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

### Main Topics Covered:

#### Preliminary Course

- Working Scientifically Skills
- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

#### HSC Course

- Working Scientifically Skills
- Earth's Processes
- Hazards
- Climate Science
- Resource Management

### Particular 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.

## Economics

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

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

### Main topics Covered:

#### Preliminary Course

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

#### HSC Course

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

## Engineering Studies

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

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

### Main Topics Covered:

#### Preliminary Course

Students undertake the study of 4 compulsory modules:

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

#### HSC Course

Students undertake the study of 4 compulsory modules:

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

### Particular Course Requirements:

#### Engineering Report

##### Preliminary Course

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

##### HSC Course

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

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

**Leather upper shoes required when working in a practical environment.**



## English Advanced

2 units for each of Preliminary and HSC  
 Board Developed Course

### Course Description

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

### Year 11 Course Content

Common Module: Reading to Write (40 hours)  
 Module A: Narratives that Shape our World (40 hours)  
 Module B: Critical Study of Literature (40 hours)

### HSC Course Content

Common Module: Texts and Human Experiences (30 hours)  
 Module A: Textual Conversations (30 hours)  
 Module B: Critical Study of Literature (30 hours)  
 Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)

### Particular Course Requirements:

Across Stage 6 the selection of texts will give students experience of:

- 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
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by NESAs	To be advised	Knowledge and understanding of course content	50%
		Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%

### The Year 12 formal school-based assessment program for English Advanced reflects the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual formal task is 10%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material

## English Standard

2 units for each of Preliminary and HSC  
Board Developed Course

### Course Description

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

### Year 11 Course Content

Common Module: Reading to Write (40 hours)  
Module A: Contemporary Possibilities (40 hours)  
Module B: Close Study of Literature (40 hours)

### HSC Course Content

Common Module: Texts and Human Experiences (30 hours)  
Module A: Language, Identity and Culture (30 hours)  
Module B: Close Study of Literature (30 hours)  
Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)

### Particular Course Requirements:

Across Stage 6 the selection of texts will give students experience of the following:

- 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
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

<b>Assessment: HSC Course External Assessment</b>	<b>Weighting</b>	<b>Assessment: HSC Course Internal Assessment</b>	<b>Weighting</b>
To be advised – examination specifications are currently being finalised by NESA	To be advised	Knowledge and understanding of course content	50%
		Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%

### The Year 12 formal school-based assessment program for English Standard reflects the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual formal task is 10%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material

## English Studies

2 units for each of Preliminary and HSC  
Board Developed Course

### Course Description

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.

### Year 11 Course Content

Mandatory module – Achieving through English: English in education, work and community (30-40 hours)  
An additional 2–4 modules- teacher selected (20-30 hours each)

### HSC Course Content

Mandatory Common Module: Texts and Human Experiences (30 hours)  
An additional 2–4 modules- teacher selected (20-45 hours each)

### Particular Course Requirements:

Across Stage 6 the selection of texts will give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- 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, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts

Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by NESAs  Please note – English Studies external examination is <b>OPTIONAL</b> , and if completed, <b>will</b> contribute to the awarding of an ATAR	To be advised	Knowledge and understanding of course content	50%
		Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50%

### The Year 12 formal school-based assessment program for English Studies reflects the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 20%
- one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%
- assessment of the Common Module must integrate teacher or student selected related material

## English EAL/D

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Eligibility rules apply. The English EAL/D course is for students who have been educated in English for five years or less, either in Australia or overseas. The eligibility rules for this course are available on the [ACE website](#).

### Course Description

In the English EAL/D course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts. students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational, and vocational lives.

### Year 11 Course Content

Module A: Language and Texts in context (30 – 40 hours)

Module B: Close Study of Text (30 – 40 hours)

Module C: texts and Society (30 – 40 hours)

Optional Teacher-developed module (up to 30 hours)

The Year 11 course modules are prescribed with flexible hours, providing scope for teachers to design a fourth module to cater for the particular needs, interests and abilities of their students if required.

### HSC Course Content

Module A: Texts and Human Experiences (30 hours)

Module B: Language, Identity and Culture (30 hours)

Module C: Close Study of Text (30 hours)

Focus on Writing is studied concurrently with the above modules (30 hours)

### Particular Course Requirements

Across the English EAL/D 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.
- Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by NESA	To be advised	Knowledge and understanding of course content	50%
		Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%

### The Year 12 formal school-based assessment program for EAL/D reflects the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual formal task is 10%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes

## English Extension 1

1 unit for each Preliminary and HSC  
Board Developed Course

### Course Description

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

### Year 11 Course Content

Module: Texts, Culture and Value (40 hours)

Related research project (20 hours)

### HSC Course Content

Common module: Literary Worlds with ONE elective option chosen (60 hours)

Literary Homelands

Worlds of upheaval

Reimagined worlds

Literary Mindscapes

Intersecting Worlds

Must study THREE texts from the prescribed text list including at least TWO extended print texts

Must study TWO related text

### Particular Course Requirements

Across Stage 6 the selection of texts will give students experience of the following:

- 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 text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by NESA	To be advised	Knowledge and understanding of complex texts and of how and why they are valued	50%
		Skills in complex analysis, sustained composition and independent investigation	50%

### The Year 12 formal school-based assessment program for English Extension 1 reflects the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be a creative response with a maximum weighting of 40%
- at least one task must integrate student selected related material

## English Extension 2 – HSC Only

1 unit for HSC only  
Board Developed Course

### Course Description

The English Extension 2 course enables students who undertake Extension 1 and are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions

### HSC Course Content

The Composition Process  
Major Work  
Reflection Statement  
The Major Work Journal (60 hours)

### Particular Course Requirements

Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement

Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by NESA	To be advised	Skills in extensive independent research	50%
		Skills in sustained composition	50%

### The Year 12 formal school-based assessment program for English Extension 2 reflects the following requirements:

Please note: Assessment will be based on the process of composing the Major Work. As part of that process, there will be three assessment tasks:

- a Viva Voce with a weighting of 30%
- a Literature Review with a weighting of 40%
- a Critique of the Creative Process with a weighting of 30%

## Food Technology

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

The Preliminary course will develop knowledge and understanding about:

- food nutrients and diets for optimum nutrition
- the functional properties of food
- safe preparation, presentation and storage of food
- sensory characteristics of food
- The influences on food availability and factors affecting food selection.

***Practical skills in planning, preparing and presenting food are integrated throughout the content areas.***

The HSC course involves the study of:

- sectors, aspects, policies and legislations of the Australian Food Industry
- production, processing, preserving, packaging, storage and distribution of food
- factors impacting, reasons, types, steps and marketing of food product development
- nutrition incorporating diet and health in Australia and influences on nutritional status

***Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.***

### Main Topics Covered:

#### Preliminary Course

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

#### HSC Course

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

### Particular Course Requirements:

There is no prerequisite study for the 2-unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSC course. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

**Leather upper shoes required when working in a practical environment.**

## French Beginners

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: French Stage 5; French Continuers; French Extension

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to BOSTES's ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.

### Course Description:

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

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

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

### Main Topics Covered:

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

**Particular Course Requirements:** Nil



## French Continuers

2 units for each of Preliminary and HSC, with the option of a 1-unit Extension course for the HSC

Board Developed Course

Prerequisites: Stage 5 French or equivalent knowledge is assumed.

Exclusions: French Beginners. Check with your teacher or refer to BOSTES's ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.

### Course Description:

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

### Main Topics Covered:

#### Prescribed Themes:

- the individual – personal identity; relationships; school life and aspirations; leisure and interests
- the French-speaking communities – daily life; arts and entertainment
- the changing world – travel and tourism; the world of work; current issues; the young people's world

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying French culture through texts.

**Particular Course Requirements:** Students must have successfully completed Stage 5 French

## Geography

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

The Preliminary course draws on contemporary developments in biophysical and human geography and refines students' knowledge and understanding about the spatial and ecological dimensions of geography. It uses enquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues.

The HSC course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends. The application of enquiry methodologies through fieldwork and a variety of case studies combines with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

### Main Topics Covered:

#### Preliminary Course

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

#### HSC Course

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

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

### Particular Course Requirements:

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

## History Extension - HSC Only

1 unit HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

The History Extension course requires students to examine the way history is constructed and the role of historians. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day.

Students apply their understanding and skills of historical inquiry by designing and conducting their own **historical investigation**.

History Extension appeals to students who appreciate the intellectual challenge of grappling with an area of debate, and constructing and defending a position through a reasoned and cohesive argument.

The History Extension course is designed to enhance the development of critical and reflective thinking skills essential for effective participation in work, higher learning and the broader community.

Four key questions provide a framework for investigating the construction of history:

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

Students develop their understanding of significant historiographical ideas and methodologies by exploring case studies. Past case studies have included:

- *Elizabeth I and The Elizabethan Age*
- *The Witch Trials and Witch Hunts in Europe and New England.*
- *The Crusades*

### Course Structure:

	History Extension	Indicative hours
<b>Year 12 course (60 hours)</b>	Constructing History <ul style="list-style-type: none"> <li>● Key Questions</li> <li>● Case Studies</li> </ul>	40 (minimum)
	History Project	20 (maximum)

### Particular Course Requirements:

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.

## Indonesian Beginners

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Indonesian Stage 5; Indonesian Continuers; Indonesian Extension

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to BOSTES's [ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.](#)

### Course Description:

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Indonesian.

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

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

### Main Topics Covered:

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

**Particular Course Requirements:** Nil

## Indonesian Continuers

2 units for each of Preliminary and HSC, with the option of a 1-unit Extension course for the HSC

Board Developed Course

Prerequisites: Stage 5 Indonesian or equivalent knowledge is assumed.

Exclusions: Indonesian Beginners. Check with your teacher or refer to BOSTES's ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.

### Course Description:

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

### Main Topics Covered:

#### Prescribed Themes:

- the individual – personal identity; relationships; school life and aspirations; leisure and interests
- the Indonesian-speaking communities – daily life; arts and entertainment
- the changing world – travel and tourism; the world of work; current issues; the young people's world

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying Indonesian culture through texts.

**Particular Course Requirements:** Students must have successfully completed Stage 5 Indonesian

## Industrial Technology - Timber Products and Furniture Technologies

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Industrial Technology – Metals and Engineering Technologies

### Course Description:

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

Students spend most of the HSC year completing their own Major Projects.

### Main Topics Covered:

#### Preliminary Course

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

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

#### HSC Course

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

- Industry Study
- Major Project
  - Design, Management and Communication
  - Production
- Industry Related Manufacturing Technology

Refer to student assessment schedule for assessment tasks and breakdown of marks.

HSC Mark based on **40% HSC Exam and 60% Major Work and Folio**

#### Particular Course Requirements

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

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

**Students can only study ONE Industrial Technology subject.**

**Solid leather enclosed shoes are mandatory.**

## Industrial Technology – Metal and Engineering Technologies

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Industrial Technology – Timber Products and Furniture Technologies

### Course Description:

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

Students spend most of the HSC year completing their own Major Projects.

### Main Topics Covered:

#### Preliminary Course

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

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

#### HSC Course

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

- Industry Study
- Major Project
  - Design, Management and Communication
  - Production
- Industry Related Manufacturing Technology

Refer to student assessment schedule for assessment tasks and breakdown of marks.

HSC Mark based on **40% HSC Exam and 60% Major Work and Folio**

### Particular Course Requirements

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

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

**Students can only study ONE Industrial Technology subject.**

**Solid leather enclosed shoes are mandatory.**

## Information Processes and Technology

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Computing Applications CEC

### Course Description:

The information processes and technology (IPT) Year 11 and 12 course, teaches students about information-based systems. It covers the processes of collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, and displaying, as well as the technologies that support them.

In the higher school certificate (HSC) course the students will learn about project management, information systems and databases, communication systems, multimedia systems, and transaction processing systems. Students will complete a major HSC project that will assess their practical and theoretical knowledge.

The aim of this course is to enable students to become confident, competent, discriminating and ethical users of hardware and software and to appreciate the effect of information systems on society. With this background, students will be well placed to adapt to new technologies as they emerge - a 21st Century Skill.

### Main topics covered:

#### Preliminary Course

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

#### HSC Course

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

### Particular Course Requirements:

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSC course. The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.



## Investigating Science

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

### Main Topics Covered:

#### Preliminary Course

- Working Scientifically Skills
- Cause and Effect – Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws

#### HSC Course

- Working Scientifically Skills
- Scientific Investigations
- Technologies
- Fact or Fallacy?
- 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.

## Japanese Beginners

2 units for each of Preliminary and HSC  
Board Developed Course

Exclusions: Japanese Continuers; Japanese Extension; Heritage Japanese; Japanese Background Speakers.

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to BOSTES's  
ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.

### Course Description:

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

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

### Main Topics Covered:

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

### Particular Course Requirements:

Nil

## Japanese Continuers

2 Units for each of Preliminary and HSC

Board Developed Course

Prerequisites: 200–300 hours study of the language or equivalent.

Exclusions: Japanese Beginners. Check with your teacher or refer to BOSTES's ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.

### Course Description:

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

### Main Topics Covered:

#### Themes:

- The individual
- The Japanese-speaking communities
- The changing world

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of different written material
- Writing for a variety of purposes
- Studying Japanese culture through texts

<b>Prescribed Themes</b>	<b>Mandatory Topics</b>
The individual	<ul style="list-style-type: none"> <li>• Personal world</li> <li>• Daily life</li> <li>• Leisure</li> <li>• Future plans</li> </ul>
The Japanese-speaking communities	<ul style="list-style-type: none"> <li>• Travelling in Japan</li> <li>• Living in Japan</li> <li>• Cultural life</li> </ul>
The changing world	<ul style="list-style-type: none"> <li>• The world of work</li> <li>• Current issues</li> </ul>








**Particular Course Requirements:** Must have successfully completed Stage 5 Japanese

## Legal Studies

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

The Preliminary course develops students' knowledge and understanding of the legal system and how it functions, how the law protects individuals' human rights, and explores contemporary legal issues in our society. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, including crime, human rights, family law and issues of world conflict. This is done through extensive reading of legal material and media articles.

### Main Topics Covered:

#### Preliminary Course

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

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

#### HSC Course

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

'Options' topics which are:

- Family
- World order.

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

### Particular Course Requirements:

No special requirements

## Mathematics – Numeracy Stage 6

2 units Year 11 and Year 12 (HSC).

### Content Endorsed Course

**Prerequisites:** The Numeracy Content Endorsed 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*.

The Numeracy Content Endorsed Course (CEC) is a **new course** focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy.

**Exclusions:** The Head Start students are the targeted group of students for the Numeracy Content Endorsed Course in 2022.

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 personal contexts.

This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy. The course will support students to meet the HSC minimum standard in numeracy.

### Course Description:

Students who have already met the HSC minimum standard in numeracy are better placed studying Mathematics Standard or Advanced in Year 11.

The Numeracy CEC is structured as a 2-unit course that allows delivery as a 120-hour course for Year 11, or as a 240-hour course across Years 11 and 12.

The course can count towards the Higher School Certificate and appear on the student's Record of School Achievement (RoSA). Where students request a RoSA, the Numeracy course will be listed with their other Stage 6 courses.

### Main Topics Covered:

The Numeracy Content Endorsed Course (CEC) is a new course focused on the development and consolidation of core numeracy skills. These skills are 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.

As a content endorsed course, Numeracy Stage 6 offers schools the flexibility to determine the nature and emphasis of learning and assessment according to local priorities.

Content endorsed courses are designed to meet these students interest and needs. These courses can be included in the achievement of the HSC, but are not externally examined and do not contribute to the calculation of an ATAR

### Assessment:

The Numeracy Stage 6 course is a Content Endorsed Course (CEC). CECs are developed by NESA to address particular needs and may cater for a wide candidature of students. CECs are not externally examined, and results are not eligible for inclusion in the calculation of the Australian Tertiary Admissions Rank (ATAR).

As a CEC, there is no HSC examination for the Numeracy course. Assessment in this course is school-based.

Teachers award a grade in Year 11 using the Common Grade Scale and an assessment grade in Year 12 using the Achievement Level Descriptions for reporting achievement.

## Year 11 Mathematics Standard / Year 12 Mathematics Standard 1

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

### Board Developed 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*. 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, Equations, Financial mathematics, Linear relationships, Non-linear relationships, Probability, Right-angled triangles (Trigonometry), Single variable data analysis, Volume.

**Exclusions:** Students may **not** study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

### 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 (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.

To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.

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.

### Main Topics Covered:

#### Year 11 Mathematics Standard Course Content

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

#### Year 12 Mathematics Standard 2 Course Content

Topic: Algebra	Types of Relationships
Topic: Measurement	Non-right-angled Triangles Rates Scale Drawings
Topic: Financial Mathematics	Investments Depreciation and Loans
Topic: Statistical Analysis	Further Statistical Analysis
Topic: Networks	Network and Paths

### Assessment:

The Year 11 course is presumed knowledge and marks submitted to NESA may contain internal assessment on this knowledge

## Year 11 Mathematics Standard / Year 12 Mathematics Standard 2

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

### Board Developed Course

**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*. 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, Equations, Financial mathematics, Linear relationships, Non-linear relationships, Probability, Right-angled triangles (Trigonometry), Single variable data analysis, Volume.

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

### Course Description:

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

### Main Topics Covered:

#### Year 11 Mathematics Standard Course Content

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

#### Year 12 Mathematics Standard 2 Course Content

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

### Assessment:

The Year 11 course is presumed knowledge and marks submitted to NESA may contain internal assessment on this knowledge

## Advanced Mathematics

**2 units for each of Year 11 and Year 12 HSC**

### Board Developed 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*. 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 and Properties of Geometrical Shapes.

**Exclusions:** Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course

### Course Description:

- The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Advanced course will sit for an HSC examination.

The study of Mathematics Advanced in Stage 6:

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

### Content:

The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:

#### 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 and Discrete Probability Distributions |

#### Year 12

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



## Mathematics Extension 1

1 unit in each of Year 11 and Year 12 (HSC)

### 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*. In particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: Polynomials, Logarithms, Functions and Other Graphs and Circle Geometry.

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

### Course Description:

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore, also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

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

### Content:

#### Year 11

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

#### Year 12

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

## Mathematics Extension 2 – HSC Only

1 unit Year 12 (HSC)

### 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

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

#### Course Description:

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

The study of Mathematics Extension 2 in Stage 6:

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

#### 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

## Modern History

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them.

Modern History provides students with opportunities to explore their interest and curiosity about people and events that have had a significant impact on the modern world. It provides insight into the possible motivations and role of individuals and groups, as well as the origin and impact of ideas and developments that have transformed societies.

### Example of Topics Covered:

	<b>Modern History</b>	<b>Indicative hours</b>
<b>Year 11 course (120 hours)</b>	Historical Investigation Contestability of the Past: Genocide Studies in the 20 <sup>th</sup> + 21 <sup>st</sup> Centuries	40
	Investigating Modern History <ul style="list-style-type: none"> <li>● Case Study A: Decline and Fall of the Romanovs OR the Women's Movements</li> <li>● Case Study B: Origins of the Arab-Israeli Conflict OR the Making of Modern South Africa</li> </ul>	40
	The Shaping of the Modern World World War I	40

	<b>Modern History</b>	<b>Indicative hours</b>
<b>Year 12 course (120 hours)</b>	Core Study: Power and Authority in the Modern World 1919–1946 – Rise of Dictatorships and the Nazi Regime in Germany	30
	National Study: Russia and the Soviet Union 1917-1941	30
	Peace and Conflict Study: Conflict in Europe 1935-1945	30
	Change in the Modern World Study: Apartheid in South Africa 1960-1994	30

<b>Music 1</b>
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Music 2
<b>Course Description:</b> In the Preliminary and HSC courses, students will study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.
<b>Main Topics Covered:</b> 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.
<b>Particular Course Requirements:</b> <b>HSC course</b> 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.

<b>Music 2</b>
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Music 1
<b>Course Description:</b> In the Preliminary and HSC 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.
<b>Main Topics Covered:</b> Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary course, the Mandatory Topic is Music 1600–1900. In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).
<b>Particular Course Requirements:</b> In addition to core studies in performance, composition, musicology and aural, students nominate <b>one</b> elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.

## Personal Development Health and Physical Education

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

### Course Description:

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

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

### Main Topics Covered:

#### Preliminary Course

##### Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

##### Optional Components (40%)

Students to select two options each from

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

#### HSC Course

##### Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

##### Optional Component (40%)

Students 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

### Particular Course Requirements:

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

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

## Physics

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

### Main Topics Covered:

#### Preliminary Course

- Working Scientifically Skills
- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

#### HSC Course

- Working Scientifically Skills
- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

### Particular 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.

## Science Extension - HSC Only

1 unit for Year 12 (HSC)  
Board Developed Course

### 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.

### HSC Course Content

The Year 12 course consists of four modules.

- Module 1 The Foundations of Scientific Thinking (10 hours)
- Module 2 The Scientific Research Proposal (10 hours)
- Module 3 The Data, Evidence and Decisions (20 hours)
- Module 4 The Scientific Research Report (20 hours)

### Particular Course Requirements

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11. Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio. The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols. All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

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. Ulladulla High School recommends students discuss their suitability for Science Extension with their Year 11 Science course teacher(s) and the Head Teacher Science.

### The Year 12 formal school-based assessment program for Science Extension reflects the following requirements:

- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- three assessment tasks:
  - task one must assess the skills developed in Section 1 of the Scientific Research Portfolio
  - task two must assess the skills developed in Section 2 of the Scientific Research Portfolio
  - task three must assess the Scientific Research Report with a weighting of 40%
- tasks one and two must not assess individual sections of the Scientific Research Report, in draft or final versions
- only one task may be a formal written examination with a maximum weighting of 30%.

## Society and Culture

2 units for each of Preliminary and HSC  
Board Developed Course  
Exclusions: Nil

### Course Description:

Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social and cultural world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

### Main topics Covered:

#### Preliminary Course

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

#### HSC Course

##### Core

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

##### Depth Studies

Two to be chosen from:

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

### Particular course Requirements:

Completion of Personal Interest Project.



## Software Design and Development

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Computing Applications CEC

### Course Description:

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

This course enables students to develop skills in coding, project management, problem solving and team work skills.

### Main Topics Covered:

#### Preliminary Course

Concepts and Issues in the Design and Development of Software (30%)

- Social and ethical issues
- Hardware and software
- Software development approaches

Introduction to Software Development (50%)

- Defining and understanding the problem
- Planning and designing software solutions
- Implementing software solutions
- Testing and evaluating software solutions
- Maintaining software solutions
- Developing Software Solutions (20%)

#### HSC Course

Development and Impact of Software Solutions (15%)

- Social and ethical issues
- Application of Software Development Approaches

Software Development Cycle (40%)

- Defining and understanding the problem
- Planning and design of software solutions
- Implementing software solutions
- Testing and evaluating software solutions
- Maintaining software solutions

Developing a solution package (25%)

Options (20%)

Study one of the following options:

- Programming paradigms
- or**
- The interrelationship between software and hardware

### Particular Course Requirements

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

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

## Studies of Religion II

2 units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Studies of Religion I

### Course Description

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

### Preliminary Course

#### Nature of Religion and Beliefs

- The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

#### Three Religious Traditions Studies from:

Buddhism, Christianity, Hinduism, Islam, Judaism

- Origins
- Principal beliefs
- Sacred texts and writings
- Core ethical teachings
- Personal devotion/expression of faith/observance.

#### Religions of Ancient Origin

- The response to the human search for ultimate meaning in two religions of ancient origin from:
  - Aztec or Inca or Mayan
  - Celtic
  - Nordic
  - Shinto
  - Taoism
  - an Indigenous religion from outside Australia

#### Religion in Australia pre-1945

- The arrival, establishment and development of religious traditions in Australia prior to 1945.

### HSC Course

#### Religion and Belief Systems in Australia post-1945

- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

#### Three Religious Tradition Depth Studies from:

Buddhism, Christianity, Hinduism, Islam, Judaism

- Significant people and ideas
- A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
- Significant practices in the life of adherents.

#### Religion and Peace

- The distinctive response of religious traditions to the issue of peace.

#### Religion and Non-Religion

- The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews

## Textiles & Design

2.units for each of Preliminary and HSC  
 Board Developed Course  
 Exclusions: Nil

### Course Description:

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

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

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

### Main Topics Covered:

#### Preliminary Course

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

#### HSC Course

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

### Particular Course Requirements:

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

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

## Visual Arts

2 units for each of Preliminary and HSC

Board Developed Course

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

### 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 Preliminary course is broadly focused, while the HSC 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.

### Topics Covered:

**Preliminary Course** learning opportunities focus on:

- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists' artwork, the world and audiences in the art world
- The frames and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

**HSC Course** learning opportunities focus on:

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

### Particular Course Requirements:

**Preliminary Course**

- artworks in at least 2 forms and use of a process diary (50%)
- a broad investigation of ideas in art criticism and art history (50%)

**HSC Course**

- development of a body of work and use of a process diary (50%)
- a minimum of 5 Case Studies (4–10 hours each) (50%)
- deeper and more complex investigations of ideas in art criticism and art history.



# **Vocational Education and Training (VET) Courses**

## **Category B Courses**



### Information for Students Undertaking School Delivered VET Courses

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

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

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

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

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

### Optional External HSC Examination

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

### Assessment Procedures

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

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

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

### Student Selection, enrolment and induction procedures

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

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

### **Fees and charges**

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

### **VET Enrolment**

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

### **Freedom of Information and Privacy**

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

### **Credit Transfer and Recognition of Prior Learning (RPL)**

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

### **Work Placement**

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

### **School Based Apprenticeships and Traineeships (SBATs)**


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

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

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

### **Unique Student Identifier**

All students undertaking Nationally Recognised Training delivered by a Registered Training Organisation must have a Unique Student Identifier (USI) on enrolment. The USI provides easy access through an online account to all VET training records and results throughout life.

	<b>2023 BUSINESS SERVICES COURSE DESCRIPTOR</b> <b>BSB30120 Certificate III in Business</b> Public Schools NSW Wagga Wagga, RTO 90333																											
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.																												
Course: <b>Business Services</b> Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total <b>Category B for Australian Tertiary Admission Rank(ATAR)</b>																											
<p>By enrolling in a VET qualification with Public Schools NSW Wagga Wagga, RTO 90333, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business (Release 1) <a href="https://training.gov.au/training/details/bsb30120">https://training.gov.au/training/details/bsb30120</a> .</p> <p>You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve 13 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>																												
<b>Recommended Entry Requirements</b> <b>Students must complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.</b>																												
<b>Units of Competency</b>																												
<p><b>Core</b></p> <table border="0"> <tr><td>BSBCRT311</td><td>Apply critical thinking skills in a team environment</td></tr> <tr><td>BSBPEF201</td><td>Support personal wellbeing in the workplace</td></tr> <tr><td>BSBSUS211</td><td>Participate in sustainable work practices</td></tr> <tr><td>BSBTWK301</td><td>Use inclusive work practices</td></tr> <tr><td>BSBWHS311</td><td>Assist with maintaining workplace safety</td></tr> <tr><td>BSBXCM301</td><td>Engage in workplace communication</td></tr> </table> <p><b>Refer to the TAS for the qualification packaging rules.</b></p>	BSBCRT311	Apply critical thinking skills in a team environment	BSBPEF201	Support personal wellbeing in the workplace	BSBSUS211	Participate in sustainable work practices	BSBTWK301	Use inclusive work practices	BSBWHS311	Assist with maintaining workplace safety	BSBXCM301	Engage in workplace communication	<p><b>Electives</b></p> <table border="0"> <tr><td>BSBTEC202</td><td>Use digital technologies to communicate in the work environment</td></tr> <tr><td>BSBTEC303</td><td>Create electronic presentation</td></tr> <tr><td>BSBOPS201</td><td>Work effectively in business environments</td></tr> <tr><td>BSBINS302</td><td>Organise workplace information</td></tr> <tr><td>BSBTEC301</td><td>Design and produce business documents</td></tr> <tr><td>BSBTEC201</td><td>Use business software applications</td></tr> <tr><td>BSBPEF301</td><td>Organise personal work priorities</td></tr> </table>		BSBTEC202	Use digital technologies to communicate in the work environment	BSBTEC303	Create electronic presentation	BSBOPS201	Work effectively in business environments	BSBINS302	Organise workplace information	BSBTEC301	Design and produce business documents	BSBTEC201	Use business software applications	BSBPEF301	Organise personal work priorities
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<ul style="list-style-type: none"> <li>• working within the business services industry involves customer (client) service</li> <li>• using technology to organise information</li> </ul>	<ul style="list-style-type: none"> <li>▪ creativity</li> <li>▪ critical thinking</li> <li>▪ problem solving</li> </ul>																											
<p><b>Examples of occupations in the business services industry:</b></p> <table border="0" style="width: 100%;"> <tr> <td>• medical administration</td> <td>• office administration</td> <td>• information desk operator</td> </tr> <tr> <td>• clerical worker</td> <td>• receptionist</td> <td>• records and information administration</td> </tr> </table>			• medical administration	• office administration	• information desk operator	• clerical worker	• receptionist	• records and information administration																				
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<p><b>Mandatory HSC Course Requirements</b>          Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.</p> <p><b>External Assessment (optional HSC examination for ATAR purposes)</b>          The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>																												
<p><b>Competency-Based Assessment</b>          Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.</p> <p><b>Appeals and Complaints</b>          Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.</p>																												



<b>Course Cost: Please discuss course fees with your trainer.</b>	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>	
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	
2023 Course Descriptor BSB30120 Certificate III in Business      Public Schools NSW Wagga Wagga, RTO 90333      V1.2 Updated March 2022 <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support</i>	



Education

## 2023 CONSTRUCTION COURSE DESCRIPTOR

### CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction

Public Schools NSW Wagga Wagga, RTO 90333

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

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

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

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

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

#### Recommended Entry Requirements

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

#### Units of Competency

##### Core Units

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

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

##### Elective Units

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

Option 3

- CPCCJN2001 Assemble components
- CPCCJN3004 Manufacture and assemble joinery components

##### White Card

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

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

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

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

- This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.
- This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

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

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

<p><b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.</p> <p><b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>	
<p><b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.</p> <p><b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.</p>	
<p><b>Course Cost: Please discuss course fees with your trainer.</b></p>	<p><b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy</p>
<p>A school-based traineeship is available in this course, CPC20220 Certificate II in Construction Pathways, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a></p>	
<p><b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>	
<p>2023 Course Descriptor Construction Public Schools NSW Wagga Wagga, RTO 90333 V1.2 Updated March 2022 <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support</i></p>	

**2023 ENTERTAINMENT INDUSTRY COURSE DESCRIPTOR**  
**Statement of Attainment towards CUA30420 Certificate III in Live**  
**Production and Technical Services**  
**Public Schools NSW, Wagga Wagga, RTO 90333**

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

Course: <b>Entertainment Industry</b> Board Developed Course (240 hour) (Statement of Attainment course)	2 HSC units in total Category B for Australian Tertiary Admission Rank (ATAR) Statement of Attainment course)
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By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of [CUA30420 - Certificate III in Live Production and Technical Services \(Release 1\)](#). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all 15 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Recommended Entry Requirements**

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

**Units of Competency**

<p><b>Core</b> CUAIND311 Work effectively in the creative arts industry</p> <p><b>Electives</b> CPCCWHS1001 Prepare to work safely in the construction industry CUASOU306 Operate sound and reinforcement systems CUAWHS312 Apply work health and safety practices CUALGT311 Operate basic lighting CUASTA311 Assist with production for live performances CUAVSS312 Operate vision systems CUASMT311 Work effectively backstage during performances CUASTA212 Assist with bump in bump out of shows CUASOU331 Undertake live audio operations SITXCCS006 Provide service to customers</p>	<p>Core CUAPPR314 Participate in collaborative creative projects BSBPEF301 Organise personal work priorities</p> <p><b>Elective</b> CUALGT314 Install and Operate follow spots</p> <p>Online White Card courses are NOT recognised by the Department of Education.</p>
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Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

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

Working within the Live production and Technical Services Industry involves: <ul style="list-style-type: none"> <li>Technical production</li> <li>customer (client) service</li> </ul>	<ul style="list-style-type: none"> <li>teamwork</li> <li>using digital technologies</li> <li>creating documents</li> </ul>
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**Examples of occupations in the Live Production and Technical Services Industry:**

There are many career choices across the entertainment industry. Some jobs are highly creative or technical, while others are management or customer service oriented. Expertise in technical production is sought after in a range of live performance and event contexts. Key industry priorities are to ensure maintenance and improvement of technical skills and expand capacity to utilise opportunities offered by digital technology, as well as training and development for a new generation of skilled workers to meet workforce needs. Examples are: Front of House Assistant, Technical Assistant (Productions), Special Effects Assistant, Assistant Sound Technician, Follow Spot Operator, Runner, Props Assistant, Technical Production Assistant (Remote Area), Sound Assistant, Assistant Scenic Artist, Stagehand, Lighting, Audio and

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of **70 hours work placement**. Students who do not meet these requirements will be 'N' determined as required by NESA. The HSC specialisation study includes an additional 60 hours of course work.

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

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

**Competency-Based Assessment**

<p>Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.</p> <p><b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.</p>	
<p><b>Course Cost: Please discuss course fees with your trainer.</b></p>	<p><b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy.</p>
<p>A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a></p>	
<p><b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>	
<p>2023 Course Descriptor Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services or Public Schools NSW, Wagga Wagga, RTO 90333 V1.2 Updated March 2022 <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support.</i></p>	



## 2023 HOSPITALITY COURSE DESCRIPTOR

### SIT20316 Certificate II in Hospitality

Public Schools NSW Wagga Wagga, RTO 90333

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

**Course: Hospitality**

Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank(ATAR)

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

<https://training.gov.au/Training/Details/SIT20316>

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

#### Recommended Entry Requirements

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

#### Units of Competency

**Core**

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

**Electives**

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

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

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

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

Working within the hospitality industry involves

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

- teamwork
- using technologies
- creating documents

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

- café attendant
- catering assistant
- food and beverage attendant

#### Mandatory HSC Course Requirements

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

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

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

#### Competency-Based Assessment

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

#### Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.	
<b>Course Cost:</b> Please discuss course fees with your trainer.	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>	
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	
2023 Course Descriptor SIT20316 Certificate II in Hospitality Public Schools NSW Wagga Wagga, RTO 90333      V1.2 Updated March 2022	
<i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support</i>	

## 2023 INFORMATION and DIGITAL TECHNOLOGY COURSE DESCRIPTOR

### ICT30120 Certificate III in Information Technology Public Schools NSW, Wagga Wagga, RTO 90333

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

Course: **Information and Digital Technology**  
Board Developed Course (240 hour)

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

**By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information Technology (Release 3) <https://training.gov.au/Training/Details/ICT30120>**

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve 12 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

#### Recommended Entry Requirements

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

#### Units of Competency

##### Core

BSBCRT301 Develop and extend critical and creative thinking skills  
BSBXCS303 Securely manage personally identifiable information and workplace information  
BSBXTW301 Work in a team  
ICTICT313 Identify IP, ethics and privacy policies in ICT environments  
ICTPRG302 Apply introductory programming techniques  
ICTSAS305 Provide ICT advice to clients

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

##### Electives

BSBWHS311 Assist with maintaining workplace safety  
ICTICT214 Operate application software packages  
ICTSAS308 Run standard diagnostic tests  
ICTWEB304 Build simple web pages  
ICTWEB305 Produce digital images for the web  
ICTWEB306 Develop web presence using social media

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

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

Working within the Information Technology industry involves customer (client) service

- using technology to organise information
- creativity
- critical thinking
- problem solving

#### Examples of occupations in the Information Technology industry

- Analyst programmer, IT Manager, Motion Graphics Designer, Web Developer, Network professional  
Systems Analyst

#### Mandatory HSC Course Requirements


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

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

The Higher School Certificate examination for Information and Digital Technology is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The



<p>examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>	
<p><b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.</p> <p><b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.</p>	
<p><b>Course Cost:</b> Please discuss course fees with your trainer.</p>	<p><b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy</p>
<p>A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a></p>	
<p><b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>	
<p>2023 Course Descriptor CT30120 Certificate III in Information Technology    Public Schools NSW, Wagga Wagga RTO 90333    V1.2 Updated March 2022 <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support</i></p>	

 <b>2023 RETAIL SERVICES COURSE DESCRIPTOR</b> <b>SIR30216 Certificate III in Retail</b> Public Schools NSW Wagga Wagga, RTO 90333	
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time	
Course: <b>Retail Services</b> Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
<p><b>By enrolling in a VET qualification with Public Schools NSW Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail (Release 4)</b>  <a href="https://training.gov.au/training/details/sir30216">https://training.gov.au/training/details/sir30216</a></p> <p>You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>	
<b>Recommended Entry Requirements</b> <b>Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a retail environment. They should be able to use a personal digital device including a personal computer or laptop.</b>	
<b>Units of Competency</b>	
<b>Core</b> SIRXCEG001 Engage the customer SIRXWHS002 Contribute to workplace health and safety SIRXRSK001 Identify and respond to security risks SIRXSLS001 Sell to the retail customer SIRXIND001 Work effectively in a service environment SIRXCOM002 Work effectively in a team SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty  <b>Refer to the TAS for the qualification packaging rules.</b>	<b>Electives</b> SIRXMER001 Produce visual merchandise displays SIRXPDK001 Advise on products and services SIRRINV001 Receive and handle retail stock SIRRINV002 Control stock SIRXIND002 Organise and maintain the store environment SIRXSLS002 Follow point-of-sale procedures
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.	
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>	
Working within the retail services industry involves <ul style="list-style-type: none"> <li>▪ engaging the customer</li> <li>▪ maintaining daily store operations</li> </ul>	<ul style="list-style-type: none"> <li>▪ delivering on organisational expectations</li> <li>▪ having a sound knowledge of product and service offerings.</li> </ul>
<b>Examples of occupations in the retail services industry:</b> <ul style="list-style-type: none"> <li style="width: 33%;">• frontline sales assistant</li> <li style="width: 33%;">• shop assistant</li> <li style="width: 33%;">• quick service restaurant assistant</li> <li style="width: 33%;">• customer service representative</li> <li style="width: 33%;">• retail supervisor</li> </ul>	
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. <b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Retail Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.	
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.	

<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.	
<b>Course Cost: Please discuss course fees with your trainer.</b>	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>	
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	
2023 Course Descriptor SIR30216 Certificate III in Retail Public Schools NSW Wagga Wagga, RTO 90333 V1.2 Updated March 2022 <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support</i>	



## AHC21216 Certificate II in Rural Operations

### Entry Requirements:

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

*Foundation skills may be assessed using the UNiDebat to determine the language, literacy and numeracy suitability.*

**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
- AHCPMG202 Treat plant pests, diseases and disorders
- AHCNSY202 Care for nursery plants
- AHCNSY201 Pot up plants
- AHCPCM201 Recognise plants
- AHCNSY203 Undertake propagation activities
- AHCSOL202 Assist with soil or growing media sampling and testing
- AHCMOM202 Operate tractors
- AHCLSK211 Provide feed for livestock
- AHCLSK209 Monitor water supplies

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

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


### Qualifications

Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for AHC21216 Certificate II in Rural Operations. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards AHC21216 Certificate II in Rural Operations.

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

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

<p><b>External Assessment (optional HSC examination):</b> 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.</p> <p><b>Complaint or Appeals:</b> Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.</p>
<p><b>Resources costs:</b> Discuss payment options with your trainer</p> <p><b>Refund Arrangements:</b> on a pro – rata basis</p>
<p><b>Delivery Arrangements:</b> Delivered in school.</p>
<p><b>Exclusions:</b> Refer to NESA Stage 6 VET Board Developed Course syllabus.</p>
<p>A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a></p>
<p>For more information on possible outcomes please visit the NESA website: <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet</a></p>
<p>2022 Course Information AHC21216 Certificate II in Rural Operation Public Schools NSW Wagga Wagga RTO 90333</p>
<p>April 2021</p>

	<b>2023 SPORT COACHING COURSE DESCRIPTOR</b> <b>SIS30521 Certificate III in Sport Coaching</b> Public Schools NSW Wagga Wagga, RTO 90333	
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates		
Course: <b>Sport Coaching</b> Board Endorsed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total <b>There is not an Australian Tertiary Admission Rank (ATAR) option for this course</b>	
<p>By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching <a href="http://training.gov.au - SIS30521 - Certificate III in Sport Coaching">training.gov.au - SIS30521 - Certificate III in Sport Coaching</a></p> <p>You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>		
<b>Recommended Entry Requirements</b> <b>Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a sports environment. They should be able to use a personal digital device including a personal computer or laptop.</b>		
<b>Units of Competency</b>		
<p><b>Core Units of competency</b></p> <ul style="list-style-type: none"> <li>• HLTWHS001 Participate in workplace health and safety</li> <li>• SISSCO002 Work in a community coaching role</li> <li>• SISSCO005 Continuously improve coaching skills and knowledge</li> <li>• HLTAID011 Provide first aid</li> <li>• SISSCO003 Meet participant coaching needs</li> <li>• BSBPOS403 Apply business risk management processes</li> </ul> <p><b>Electives units of competency</b></p> <ul style="list-style-type: none"> <li>• SISSCO012 Coach sport participants up to an intermediate level</li> <li>• SISXCAI009 Instruct strength and conditioning techniques</li> <li>• SISSOF002 Continuously improve officiating skills and knowledge</li> <li>• SISXIND006 Conduct sport, fitness and recreation event</li> </ul> <p>Refer to the Training and Assessment Strategy (TAS) for the qualification packaging rules.</p>		
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.		
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>		
Working within the sport coaching industry <ul style="list-style-type: none"> <li>▪ possess a range of well-developed skills where discretion and judgement are required</li> </ul>	<ul style="list-style-type: none"> <li>▪ teamwork and communication</li> <li>▪ applying skills and knowledge to coach participants to an intermediate level in a specific sport</li> </ul>	
<p><b>Examples of occupations in the Sport Coaching Industry</b></p> <p>This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice. Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).</p>		
<p><b>Mandatory HSC Course Requirements</b></p> <p>Students must complete 240 indicative hours of course work and a minimum of 35 work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.</p>		
<p><b>Competency-Based Assessment</b></p> <p>Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.</p> <p><b>Appeals and Complaints</b></p> <p>Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.</p>		

<b>Course Cost:</b> Please discuss course fees with your trainer.	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>	
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	
2023 Course Descriptor SIS30521 Certificate III in Sport Coaching    Public Schools NSW, Wagga Wagga, RTO 90333    V1.2 Updated March 2022 <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support</i>	



## **Board Endorsed Courses**



## Computer Applications

Content Endorsed Course

2 Unit

Exclusions: Information Processes and Technology and Software Design and Development

Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation. Computing and related information is a 'hands-on' skills based course aimed at developing the student's abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks and enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.

Topics studied could include:

- Hardware and software skills
- Graphics
- Spreadsheets
- Desktop Publishing
- Databases
- Multimedia

**This course will be internally assessed only, there is no HSC external examination.**

School assessment will use a variety of techniques and tasks that will assess

- Knowledge and understanding of content
- Skills associated with content

At least 1 task will be project-based.

The target group for Computing Applications are those students who have had little practical experience in using computers.

## Exploring Early Childhood

Content Endorsed Course  
2 Units each for preliminary and HSC  
Exclusions: Nil

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

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children's services.

### **Assessment:**

All Assessments are internal with a mark value of 100%.

### **There is no external HSC examination for this subject**

School assessment will use a variety of techniques and tasks that will assess

- Knowledge and understanding of content
- Skills associated with content

At least 1 task will be project-based.

## Marine Studies

2 units for each of Preliminary and HSC  
 Content Endorsed Course  
 Exclusions: Nil

### Course Description:

Marine Studies provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instil in students an acceptable ethical code towards use of the marine environment, increasingly demanded by the community and their governments. While this course is focused on oceans, it provides scope for the study of the full range of waterways.

Marine Studies provides an educational context, linked to the needs of a population based very much on its coast and waterways and which fosters links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems.

### Main Topics Covered:

#### Preliminary Course (30 hours of core and 90 hours of electives)

Core units:

- Marine Safety and First Aid
- The Marine Environment
- Life in the Sea
- Humans in Water
- Marine and Maritime Employment

Elective units:

- Selected from a range of offerings in the syllabus based on local resources available.

#### HSC Course (120 hours of electives)

Elective units:

- Selected from a range of offerings in the syllabus based on local resources available.

#### Elective units include opportunities for a/an:

- Marine Biology focus
- Fishing focus
- Boating focus
- Seafood Handling focus
- Diving focus
- Oceanography focus
- Aquaculture focus
- Coastal Studies focus
- Marine Ecology focus

### Particular Course Requirements:

No special requirements.

## Photography, Video and Digital Imaging 2 Unit

Content Endorsed Course

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

### Course Description

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

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

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

### Main Topics Covered

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

- Wet Photography
- Video
- Digital Imaging.

**Modules include:** Introduction to the Field; Developing a Point of View; Traditions, Conventions, Styles and Genres; Manipulated Forms; The Arranged Image; and Temporal Accounts. An Occupational, Health and Safety Module is mandatory. The additional module Individual/collaborative project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

### Particular Course Requirements

Students are required to keep a journal throughout the course.

## Sport, Lifestyle and Recreation

2 units for each of Preliminary and HSC

Board Endorsed Course

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

### Course Description:

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

### Main Topics Covered:

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

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

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

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

### Particular Course Requirements

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

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

Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation.

## Work Studies (Head Start only)

2 units for each of Preliminary and HSC  
 Content Endorsed Course  
 Exclusions: Nil

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, 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.

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

### Core 1 – My Working Life

#### Modules

- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- \* Workplace Issues (the prerequisite module is In the Workplace)
- \* Self-Employment (the prerequisite module is Managing Work and Life Commitments)
- \* Team Enterprise Project (the prerequisite module is Teamwork and Enterprise Skills)
- Experiencing Work (one or two of these modules may be undertaken provided that they do not exceed 50 percent of course time)
- School-Developed Module (one or two of these modules may be undertaken, provided that they do not exceed 25 percent of course time).

Modules 7, 8 and 9, indicated by an asterisk, require the completion of prerequisite modules or appropriate prior learning.

## **Summary of Preliminary and HSC Subjects and Consumable Costs 2023/2024**

Subject	Units	ATAR	Who to see	Work Placement	Prelim	HSC
Aboriginal Studies	2	Yes A	Mr Barry		\$20	\$20
Agriculture	2	Yes A	Mr Westerway		\$25	\$25
Ancient History	2	Yes A	Mr Barry		\$20	\$20
Biology	2	Yes A	Mr Westerway		\$20 <sup>b</sup>	\$20
Business Services	2-VET	Yes B	Mr Barry	Yes	\$80	\$80
Business Studies	2	Yes A	Mr Barry		\$20	\$20
Chemistry	2	Yes A	Mr Westerway		\$20 <sup>b</sup>	\$20
Community & Family Studies	2	Yes A	Mr Burton		\$20	\$20
Computer Applications	2	No	Mr Burton		\$20	\$20
Construction VET	2-VET	Yes B	Mr Burton	Yes	85 <sup>*Ab</sup>	70 <sup>^</sup>
Dance	2	Yes A	Mr Hart		\$20	\$20
Design & Technology	2	Yes A	Mr Burton		\$90 <sup>b</sup>	\$30
Drama	2	Yes A	Mr Hart		\$30	\$30
Earth & Environmental Science	2	Yes A	Mr Westerway		\$20 <sup>b</sup>	\$20
Economics	2	Yes A	Mr Barry		\$20	\$20
Engineering Studies	2	Yes A	Mr Burton		\$25	\$20
Entertainment Industry	2-Vet	Yes B	Mr Hart	Yes	\$50 <sup>*</sup>	\$40
English Advanced	2	Yes A	Ms Watson		\$15	\$15
English Standard	2	Yes A	Ms Watson		\$10	\$10
English Studies	2	Yes A	Ms Watson		\$10	\$10
English EAL/D	2	Yes A	Ms Watson		\$10	\$10
Exploring Early Childhood	2	No	Mr Burton		\$50	\$50
Extension English 1	1	Yes A	Ms Watson		\$8	\$8
Extension English 2	1	Yes A	Ms Watson		n/a	\$8
Food Technology	2	Yes A	Mr Burton		\$110 <sup>b</sup>	\$70
French Beginners	2	Yes A	Mrs Hunt		\$20	\$20
French Continuers	2	Yes A	Mrs Hunt		\$20	\$20
Geography	2	Yes A	Mr Barry		\$20	\$20
History Extension	1	Yes A	Mr Barry		N/A	\$20
Hospitality – Food and Beverage	2-VET	Yes B	Mr Burton	Yes	\$160 <sup>ab</sup>	\$80
Indonesian Beginners	2	Yes A	Mrs Hunt		\$20	\$20
Indonesian Continuers	2	Yes A	Mrs Hunt		\$20	\$20
Industrial Technology Timber	2	Yes A	Mr Burton		\$90 <sup>b</sup>	\$35
Industrial Technology – Metal and Engineering Technologies	2	Yes A	Mr Burton		\$90 <sup>b</sup>	\$35
Information Processes & Technology	2	Yes A	Mr Burton		\$20	\$20
Investigating Science	2	Yes A	Mr Westerway		\$20 <sup>b</sup>	\$20
Japanese Beginners	2	Yes A	Mrs Hunt		\$20	\$20
Japanese Continuers	2	Yes A	Mrs Hunt		\$20	\$20
Legal Studies	2	Yes A	Mr Barry		\$20	\$20
Marine Studies	2	No	Mr Westerway		\$30	\$30
Mathematics-Numeracy Stage 6	2	No	Mr Graham		\$25	\$25
Advanced Mathematics	2	Yes A	Mr Graham		\$25	\$25
Mathematics Extension 1.	1	Yes A	Mr Graham		\$25	\$25
Mathematics Extension 2.	1	Yes A	Mr Graham			\$25
Mathematics Standard (Preliminary)	2	Yes A	Mr Graham		\$25	
Mathematics Standard 1 (Year 12)	2	Yes B	Mr Graham			\$25
Mathematics Standard 2 (Year 12)	2	Yes A	Mr Graham			\$25



Subject	Units	ATAR	Who to see	Work Placement	Prelim	HSC
Modern History	2	Yes A	Mr Barry		\$20	\$20
Music 1 or Music 2	2	Yes A	Mr Hart		\$20	\$20
PD/H/PE	2	Yes A	Mr Pearson		\$20	\$20
Photography/Video Digital Imaging	2	No	Mr Hart		\$60	\$60
Physics	2	Yes A	Mr Westerway		\$20 <sup>b</sup>	\$20
Primary Industries	2-VET	Yes B	Mr Westerway	Yes	\$50	\$50
Retail Services	2-VET	Yes B	Mrs Knight	Yes	\$80	\$80
Science Extension	1	Yes A	Mr Westerway		n/a <sup>b</sup>	\$20
Society & Culture	2	Yes A	Mr Barry		\$40	\$40
Software Design & Development	2	Yes A	Mr Burton		\$20	\$20
Sport & Recreational Studies	2	No	Mr Pearson		\$15	\$15
Sport Coaching	2-VET	No	Mr Pearson	Yes	\$50	\$50
Studies in Religion	2	Yes A	Mr Barry		\$20	\$20
Textiles & Design	2	Yes A	Mr Burton		\$90	\$40
Visual Arts	2	Yes A	Mr Hart		\$70	\$70
Work Studies (Head Start Only)	2	No	Mrs Barry		\$10	\$10

\* Construction and Entertainment require a White Card. If you do not yet have a white card you will need to enrol with Master Builders or TAFE to complete.

<sup>a</sup> VET Construction require steel capped boots

<sup>a</sup>Includes top and apron

<sup>b</sup>Leather closed in shoes required

## TERM 2 WEEK 10

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### Course booklet and Subject Selection program issued

**Outcome:** *Students and their families can start to investigate the range of course options for the senior pattern of student*

**Pre survey students** -online form to help gauge what career support students need. Questions included desired post school options, industries of interest, course options and confidence for subject selection.

**Outcome:** *Staff to use this data to target students' level of need for subject selection. Will also assist with Student Pathway Plan Meetings.*



**Please complete survey using QR Code**

## TERM 3 WEEK 1, 2 & 3

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### Tuesday 26<sup>th</sup> July Session 2 & 3 - Week 2

**Faculty Subject Talks-** Core classes in classrooms and faculty representatives will rotate between classes to deliver faculty specific course information.

**Outcome:** *Students are provided course specific information from faculty specialists providing equitable time for faculties to speak to students.*

### Thursday 28<sup>th</sup> July Evening - Week 2

**Subject Selection Parent Information Night and Faculty Stalls**—deliver information session covering NESAs requirements and information for senior schooling and the HSC. Faculties set up information 'stalls' in Q block for students and parents to visit and ask questions about specific courses.

**Outcome:** *Students and their families understand how Year 11 and 12 are delivered and the NESAs requirements for the HSC. Students and parents have an opportunity to speak with faculty/course experts, ask questions and gather information about course options.*

### Friday 5<sup>th</sup> August - Week 3

#### Student Pathway Plan Meetings with Head Teacher

Students meet with a HT to discuss course options. Courses are entered into Edval Web Choices. HT's will be provided with data on each student prior to interview that covers academic performance in Year 10 and career survey feedback. Students will come to meeting with an idea of what courses they want to do.

**Outcome:** *HT's, supported by evolve coaching, meet 1:1 with student to discuss desired senior patterns of study to ensure students are making informed decisions.*