



Stage 6

.....
Course Information Booklet

Principal's Introduction

The HSC is the preferred secondary matriculation credential in NSW. It serves an important function for all students regardless of their intended post-school destination. It offers the fastest and easiest pathway to university if that is the goal. For those that want to undertake different forms of study, it provides a straightforward transition with the possibility of carrying forward credit for courses already completed. There are others who want to immediately join the workforce, assume independence and contribute to society. They will quickly recognise the value of an HSC in a competitive job marketplace.

To encourage all students to work towards the HSC credential, we provide two pathways known as an HSC/ATAR Pathway, and an HSC/Vocational Pathway. We support all students to complete Year 12 and the HSC regardless of which pathway they follow. It does not matter whether students want to move into a trade or a competitive undergraduate degree – the school is committed to supporting students to reach their personal goals.

Students entering Year 11 next year should choose their courses with appropriate care and thought. They should read this book thoroughly and make sure their questions are answered before submitting their HSC course choices. All students are required to complete the course selection process, irrespective of their future intentions or place of study next year.

The biggest factor for success in any course is a student's level of interest and commitment, not the supposed difficulty of the course. This is closely followed by a student's ability and aptitude in that field. It is unwise to choose a course based on the choices of friends, perceptions of teachers or misconceptions around scaling and ATAR calculations.

With a choice as important as this, students must equip themselves with as much relevant information as possible. Most of the information in this booklet is taken directly from the online material provided by the NSW Education Standards Authority (NESA). The website <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z> should be consulted in conjunction with this booklet. Students should seek advice from teachers and those with the necessary knowledge and expertise.

Ms Paula Hambly
Principal

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Key Dates for Year 11 Subject Selection

Course information booklet and selection sheets issued	Date: Tuesday 4 August Term 3, Week 3
Faculty information sessions	Date: Thursday 6 August Term 3, Week 3
Faculty expo – time for individual questions	Date: Friday 7 August Term 3, Week 3
Senior Executive interview and courses confirmed and entered.	Date: Friday 14 August Term 3, Week 4

Common Terms

ATAR	Australian Tertiary Admission Rank.
NESA	New South Wales Education Standards Authority.
ATAR courses	ATAR courses are Board Developed courses for which there are formal examinations conducted by the Board of Studies that yield a graded assessment. These are the only courses that can be included in the ATAR calculations. ATAR courses are classified as either Category A courses or Category B courses.
Category A Courses	These courses have academic rigour, depth of knowledge, contribute to assumed knowledge for tertiary studies, and coherence with other courses included in the ATAR calculations. Students can include any number of these courses in the calculation of their ATAR.
Category B Courses	These have a lower level of academic rigour. Their contribution to the ATAR is regarded as adequate if the other courses included in the aggregate are more academically demanding. Students can only use 2 units of Category B courses in the ATAR calculation, and must sit the optional HSC exam for the course to be included.
BDC	Board Developed Course. These are developed and examined by NESA, these courses count towards the HSC and the calculation of an ATAR.
BEC	Board Endorsed Course. These are developed by schools, TAFE and universities. They count towards your HSC, but do not have an HSC examination and do not contribute towards the calculation of an ATAR.
CEC	Content Endorsed Course. These are developed by NESA. These courses count towards the HSC, but do not have an HSC examination and do not contribute towards the calculation of an ATAR.
Syllabus	Describes the aims, objectives, content and outcomes to be achieved in a course. All Syllabus documents are available from the NESA website.
Units	All HSC courses have a unit value – most courses have a 2 unit value, although extension courses usually have a 1 unit value. Each unit involves class time of approx. 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks, hence a 2 unit course has a value of 100 marks.
UAC	The Universities Admissions Centre (NSW & ACT) Pty Ltd is the central office that receives and processes applications for admission to most undergraduate courses offered by universities in NSW and the ACT.

Useful Websites

NSW Education Standards Authority	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC
Universities Admissions Centre	https://www.uac.edu.au/
Careers Advisory Service	http://www.careersadvisoryservice.com/
TAFE New South Wales	https://www.tafensw.edu.au/
My Future – Careers and Occupations	https://myfuture.edu.au/
Australian Job Active/Job Search	https://jobsearch.gov.au/

General Information

This booklet is your introduction to your senior studies, the Higher School Certificate and the many options now available to you. Batemans Bay High School caters to the educational needs and aspirations of our students by providing a range of options for our diverse student population.

Stage 6 students are given the choice of two possible pathways, HSC/ATAR and HSC/Vocational or Transition, depending on their post-school goals. The two pathways are outlined on page 13. Additionally, students can select from a range of different courses, including vocational courses where they can be awarded additional qualifications, such as a Certificate II.

What is the Higher School Certificate (HSC)

The Higher School Certificate (HSC) is the culmination of your school career and the highest educational award you can achieve at secondary school in New South Wales. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment. It is awarded to students who successfully complete the required amount of units in both Year 11 and 12, meet HSC course requirements and sit for the state-wide HSC examinations.

The HSC is run over two years:

Year 11 (Preliminary Year)	Terms 1, 2 and 3 (2021)	Minimum 12 units
Year 12 (HSC Year) Term 4 (2021),	Terms 1, 2 and 3 (2022)	Minimum 10 units

Who is eligible for the HSC

To be eligible for the HSC, you need to

- Satisfactorily complete Year 9 and 10 or gain other qualifications that satisfy NESA.
- Attend a government school, an accredited non government school, a NSW Education Standards Authority recognized school outside NSW, or a TAFE college.
- Select courses in the correct pattern of study.
- Complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skill courses.
- Satisfactorily complete the course requirements, including practical and project work, work placement and assessment tasks.
- Sit for and make a serious attempt at the required HSC examinations.
- Meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course.

Types of HSC Courses

- **Board Developed Courses (BDC)** are the large number of courses set and examined by NSW Education Standards that also contribute to the calculation of the ATAR. They usually involve an external HSC examination. Most of the courses offered at Batemans Bay High School are BDC.
- **Board Endorsed Courses (BEC)** are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR. Some VET courses offered at Batemans Bay High School are BEC.
- **Content Endorsed Courses (CEC)** are courses that are approved by NSW Education Standards. They count towards your HSC but do not contribute to the calculation of an ATAR and do not involve an external HSC examination.
- **Life Skills (Special Education)** - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with the school to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.
- **Vocational Education and Training (VET)** - VET courses can be studied either at school or through external training providers (EVET). Most VET courses have additional requirements, such as a minimum number of hours in the work place. VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by

industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results can also count towards your ATAR.

What courses do you have to study to gain your HSC?

To qualify for the Higher School Certificate you must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units.

Both patterns of study must include at least:

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

It is important to note the following information:

- Most courses are worth two units, although some, including HSC Extension courses, are worth one unit.
- You must satisfactorily complete a Year 11 course before you can continue studying that course for your HSC.
- Some courses have certain rules and prerequisites. For example, you can include English Studies in your 6 units of Board Developed Courses, but you can only count it as the 2 units of English that UAC uses to calculate an ATAR if you sit the optional HSC examination. There are also specific eligibility rules for some Languages courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your experience.
- If you want an Australian Tertiary Admission Rank (ATAR), check that you are studying at least 10 units of eligible Board Developed Courses.

No school can offer every HSC course to its students, so be prepared to make some compromises. Talk to your Year Advisor or Careers Advisor about the courses available at your school and individual course requirements, such as prerequisites and eligibility rules. Also, make sure you ask for information about any prerequisites for your future study or work plans.

What should I consider when making course choices?

Your aim is to attain the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future.

When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams? Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections. Consider your future plans, as there may be prerequisites for further study, you may be able to complete a VET course that will assist you in entering the workforce, and there are certain requirements should you want an ATAR.

Students should choose courses carefully when they are in Year 10, as this gives them the best chance of receiving all their preferred courses. Students are encouraged to talk with their class teachers and head teachers so they are able to make informed choices about their senior subjects. Once the course lines are finalised, there is no guarantee students will be able to find a suitable alternative course on the same line, should they wish to change when they have started Year 11. Additionally, there is a course change deadline in Year 11 to ensure students have the best chance to successfully complete their courses.

Course fees

Parents and carers are advised that the costs for all courses are not voluntary. As these courses have been selected with knowledge of the fees incurred, payment is required.

HSC Minimum Standard

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 NSW will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2021.

The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan.

How is the HSC minimum standard assessed?

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 NESA website.

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 opportunities each year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. The tests must be administered by schools via a lockdown browser.

What If I don't meet the HSC minimum standard while I'm at school?

Students who do not meet the HSC minimum standard can still:

- Sit the HSC exams
- Receive an ATAR for University applications
- Receive a RoSA
- Receive a HSC minimum standard report.

Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests.

How does the HSC minimum standard affect my subject choices?

There are no prerequisites 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.

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.

What Is the ATAR?

The Australian Tertiary Admission Rank (ATAR) is a rank, not a mark. It is given by a number between 0.00 and 99.95 with increments of 0.05. It provides a measure of overall academic achievement in the HSC that assists universities to rank applicants for tertiary selection. It is calculated and released by the University Admissions Centre (UAC).

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

More information about the ATAR is available at the UAC website:

<https://www.uac.edu.au/future-applicants/atar>

Who is eligible for an ATAR?

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- 8 units from Board Developed Category A courses
- 2 units of English
- Three Board Developed Courses (BDC) of 2 units or greater
- Four subjects

To be eligible for an ATAR, students must sit academically rigorous courses. These are known as Category A courses and have formal examinations in the HSC. Students may include one Category B course provided they sit the examination. Page 14 gives an overview of the course categories.

How is the ATAR calculated?

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising your:

- best 2 units of English
- best 8 units from your remaining units, which can include no more than two units of Category B courses.

These marks are added to give an aggregate mark out of 500. This mark is used to find each student's position relative to over 50,000 students who are eligible for an ATAR. Marks are scaled before they are added so that each course can be compared. This process is used to find what the mark would have been if all students attempted all courses.

UAC provides important information university advice for Year 10 students. Students are encouraged to visit www.uac.edu.au/schoolink/year-10.shtml and download the university entry requirements booklet.

What is 'Satisfactory Course Completion'?

You will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that you have met the following course completion criteria:

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

For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

If the principal determines that you are in danger of not meeting the above course completion criteria, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements.

If the principal determines that you have not met the above criteria for satisfactory completion of a course, the school will inform NESA and inform you in writing. The principal will advise you of your right to appeal and explain this process.

If you do not satisfactorily complete a course, you will receive no results in that course, the course will not appear on your NESA record, and the course will not count towards your pattern of study for the award of a Higher School Certificate.

Careers Information

The decisions that you make now, as you move into the course of study for the HSC, may have an impact on the choices available to you when you leave school. As you think about the courses you will choose in Years 11 and 12, you will need to consider what you might do when you leave school. Your options could be to join the work force, to study at university, TAFE and other institutions, to work as a trainee or to become an apprentice in a trade. In each case, you should research your options thoroughly and seek out many sources of information as you can.

- Discuss your options with your family.
- Refer to your teachers and Careers Advisor for guidance.
- Research publications and information available in the careers office. These include university, and EVET course guides.
- Our Careers website – www.bbhscareers.com is where you can do a self assessment to determine your personality type and job interest to help give you some ideas about possible career options. You can then do a Career Investigator or Career Plan to see what “assumed knowledge” you might need.
- Ask professionals and tradespeople what it is like to be an accountant, engineer, optometrist, plumber, builder etc.
- Arrange work experience or vacation employment so that you get a taste of possible careers.
- Visit careers markets, universities and External Vocational Education and Training (EVET) providers on their open days.

Regardless of your selected option, it is unwise to attempt courses that are beyond your ability or interest. Your results in the junior school and discussions with your current teachers should give you an indication of the level you should attempt.

You will also need to think about courses that will keep a range of options open for university courses. In addition to the ATAR requirements for university entry, you may need to have studied some specific courses called ‘prerequisites’. Some university degrees list Year 11 and 12 subjects as ‘assumed knowledge’.

If you are considering studying EVET after school, you should check if course prerequisites are applicable. Some EVET courses require a certain level of achievement in two units of English and/or two units of Mathematics. For popular courses, you may be required to complete a questionnaire or entrance test or attend an interview or submit a portfolio of work to be selected into an EVET course.

Arrangements between NESA and EVET providers allow credit transfer from the HSC into some courses. This is known as recognition of prior learning.

What if I am interested in gaining other qualifications, along with the HSC?

If you are interested in VET courses, either offered at school or through an external provider (EVET), or completing a School-Based Apprenticeship or Traineeship (SBAT), visit the VET section on page 53.

Student Pathways

Batemans Bay High School offers two pathways for students to complete Year 12. Offering different pathways reflects the varying needs of our students and allows us to better support and cater for each student to achieve success in Year 12. Each pathway has particular requirements and opportunities which you need to read about and understand.

Year 10 students have had interviews with the Careers Advisor, where they have explored their future plans whilst at school and beyond. Students will need to take this into consideration when considering the pathway that best suits their goals.

When considering which pathway is right for you, it is important to talk to your parents and teachers to seek their guidance.

The HSC/ATAR Pathway
<ul style="list-style-type: none">• This pathway has been designed for students who want to achieve their HSC and receive an ATAR.• Students who are suited for this pathway would be seeking entry into University following school or are considering this as an option.• Students who select subjects in this pathway will sit an HSC examination for at least five of their subjects (10 units) at the end of Year 12.
The HSC / Vocational Pathway
<ul style="list-style-type: none">• This pathway has been designed for students who want to achieve their HSC, but know they do not wish to attend university in the year immediately post-school.• Students who are suited to this pathway may also be looking to explore the world of work and may be considering options for employment before they complete their HSC.• This pathway can allow students to choose some subjects that will not involve an external HSC exam.• We recommend that students in this pathway choose Work Studies as part of their pattern of study, where they have weekly lessons with the school's Transition Advisor, who will support them individually to develop their employability skills.

A pathway will be recommended to students and/or chosen by them, based on their current efforts over Stage 5 (Year 9-10), their interests and future goals.

Certain courses are recommended as appropriate for each pathway due to the nature of the course, assessment requirements and the HSC exam expectations. They have been carefully selected to ensure students have every opportunity to be successful in completing their HSC courses.

What do I need to do to make my subject selections?

The following pages detail information regarding every course potentially available at Batemans Bay High School. Not every course can or will run and in some cases, students will have to re-select when course lines are completed due to clashes.

Course planning and selection forms issued with this information booklet, detail the courses run at Batemans Bay High School that are suggested for each pathway. If students wish to study a course that is not recommended for students in their pathway, this can be considered by the Head Teacher of that faculty on a student-by-student basis.

Course Offerings

Course Name	Prelim Ext courses	HSC Ext courses	Unit Value	ATAR Category (A or B)	Course Category	Costs Yr 11 Yr 12	Contact
Aboriginal Studies			2	A	BDC	\$10 \$10	P Carriage
Agriculture			2	A	BDC	\$20 \$20	D Taylor
Ancient History			2	A	BDC	\$20 \$20	S Rooney
Biology			2	A	BDC	Nil	D Taylor
Business Studies			2	A	BDC	\$10 \$10	S Matthews
Chemistry			2	A	BDC	Nil	D Taylor
Community & Family Studies			2	A	BDC	\$10 \$10	D Dunajcik
Construction Pathways VET			2	B	BDC	\$50 \$50	G Street
Design & Technology			2	A	BDC	\$30 \$10	G Perrem
Drama			2	A	BDC	\$20 \$20	S McCutcheon
Earth & Environmental Science			2	A	BDC	Nil	D Taylor
English Advanced			2	A	BDC	Nil	E Turner
English Standard			2	A	BDC	Nil	E Turner
English Extension			1	A	BDC	Nil	E Turner
English Ext 1 (12 only)		✓	1	A	BDC	Nil	E Turner
English Ext 2 (12 only)		✓	1	A	BDC	Nil	E Turner
English Studies			2	B	BDC	Nil	E Turner
Food Technology			2	A	BDC	\$20 \$20	D Dallos/ J Meacham
French Beginners			2	A	BDC	\$10 \$10	E Turner
French Continuers			2	A	BDC	\$10 \$10	E Turner
Geography			2	A	BDC	\$10 \$10	K Hopkins
History Ext (12 only)		✓	1	A	BDC	\$10	S Rooney
Hospitality VET			2	B	BDC	\$90 \$90	D Dallos/ J Meacham
Industrial Technology - Timber			2	A	BDC	\$40 \$10	G Perrem
Information and Digital Technology VET			2	B	BDC	\$30	J Meacham
Investigating Science			2	A	BDC	Nil	D Taylor
Legal Studies			2	A	BDC	\$10 \$10	M Matuschka
Manufacturing and Engineering Introduction VET			2		BEC	\$50 \$50	G Street
Mathematics Advanced			2	A	BDC	Nil	B Firth
Mathematics Ext 1	✓		1	A	BDC	Nil	B Firth
Mathematics Ext 2 (12 only)		✓	1	A	BDC	Nil	B Firth
Mathematics Standard 1			2	B	BDC	Nil	B Firth
Mathematics Standard 2			2	A	BDC	Nil	B Firth
Modern History			2	A	BDC	\$10 \$10	M Matuschka
Music 1			2	A	BDC	\$30 \$30	K Harris
Personal Development, Health & Physical Education			2	A	BDC	Nil	D Dunajcik
Photography, Video & Digital Imaging			2		CEC	\$60 \$70	M Anuyahong
Physics			2	A	BDC	Nil	D Taylor
Science Extension	✓		1		BDC	Nil	D Taylor
Skills for Work & Vocational Pathways VET			2		BEC	Nil	K Hallett
Society & Culture			2	A	BDC	\$10 \$20	M Matuschka
Sport, Lifestyle & Recreation Studies			2		CEC	Approx. \$150	D Dunajcik
Textiles & Design			2	A	BDC	\$30 \$10	D Dallos
Visual Arts			2	A	BDC	\$45 \$45	M Anuyahong
Work Studies			2		CEC	Nil	K Hallett

Board Developed Courses

Aboriginal Studies

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>The Year 11 course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also develops skills in culturally appropriate research and inquiry methods. It involves case studies.</p> <p>The Year 12 course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will consult 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.</p> <p>What will I learn?</p>
<p>Course Fees</p> <p>Year 11 – \$10 Year 12 – \$10</p>	<p>Year 11</p> <p>Part I: Aboriginality and the Land - Aboriginal peoples' relationship to Country, Dispossession and dislocation from Country, Impact of British colonisation on Country.</p> <p>Part II: Heritage and Identity - 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.</p> <p>Part III: International Indigenous Community: Comparative Study - 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.</p> <p>Part IV: Research and Inquiry Methods: Local Community Case Study - methods and skills relating to; community consultation; planning research; acquiring, processing and communicating information.</p>
<p>Course Contact</p> <p>Mr Carriage</p>	<p>Year 12</p> <p>Part I – Social Justice and Human Rights Issues</p> <p>A Global Perspective - global understanding of human rights and social justice, AND</p> <p>B Comparative Study - 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</p> <p>Part II – Case Study of an Aboriginal community for each topic</p> <p>A Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses, OR</p> <p>B Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses</p> <p>Part III – Research and Inquiry Methods – Major Project</p> <p>Choice of project topic based on student interest.</p> <p>Is there any other important information I should know?</p> <p>In both courses, students must undertake mandatory case studies, which includes completion of a log book.</p>
<p>ATAR HSC</p>	<p>Vocational HSC</p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> Nil 	

Agriculture

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The Year 12 course builds upon the Year 11 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.</p>
<p>Course Fees</p> <p>Year 11 – \$20 Year 12 – \$20</p>	<p>What will I learn?</p> <p>Year 11</p> <ul style="list-style-type: none"> • Overview • The Farm Case Study • Plant Production • Animal Production <p>Year 12</p> <p>Core</p> <ul style="list-style-type: none"> • Plant/Animal Production • Farm Product Study <p>Elective</p> <p>Students will study ONE of the following electives:</p> <ul style="list-style-type: none"> • Agri-food, Fibre and Fuel Technologies • Climate Challenge • Farming for the 21st Century
<p>Course Contact</p> <p>Mr Taylor</p>	<p>Is there any other important information I should know?</p> <p>Practical experiences should occupy a minimum of 30% of both Year 11 and HSC course time.</p>
<p>ATAR HSC</p>	<p>Vocational HSC</p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil 	



Ancient History

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.</p>
<p>Course Fees</p> <p>Year 11 – \$20 Year 12 – \$20</p>	<p>What will I learn?</p> <p>Year 11</p> <p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> Investigating Ancient History, including ‘The Nature of Ancient History’ and ‘Case Studies’ – students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies. Features of Ancient Societies – students study at least two ancient societies. Historical investigation. <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p> <p>Year 12</p> <p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> Core Study: Cities of Vesuvius – Pompeii and Herculaneum One ‘Ancient Societies’ topic One ‘Personalities in their Times’ topic One ‘Historical Periods’ topic <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>
<p>Course Contact</p> <p>Mrs Rooney</p>	<p>Is there any other important information I should know?</p> <p>In the Year 11 course, students undertake at least two case studies.</p> <ul style="list-style-type: none"> One case study must be from Egypt, Greece, Rome or Celtic Europe, and One case study must be from Australia, Asia, the Near East or the Americas. <p>In the Year 12 course, students must study from at least two of the following areas:</p> <ul style="list-style-type: none"> Egypt, Near East, China, Greece, Rome
<p>ATAR HSC</p> <p><input checked="" type="checkbox"/></p>	<p>Vocational HSC</p> <p><input type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> Nil 	

Biology

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.</p> <p>The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.</p>
<p>Course Fees</p> <p>Nil</p>	<p>What will I learn?</p> <p>Year 11</p> <p>The Year 11 course consists of four modules</p> <ul style="list-style-type: none"> • Cells as the basis of life • Organisation of living things • Biological diversity • Ecosystem dynamics <p>Year 12</p> <p>The Year 12 course consists of four modules</p> <ul style="list-style-type: none"> • Heredity • Genetic change • Infectious disease • Non infectious disease and disorders
<p>Course Contact</p> <p>Mr Taylor</p>	<p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> • 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.
<p>ATAR HSC</p>	<p>Vocational HSC</p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil 	

Business Studies

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>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.</p> <p>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.</p>
<p>Course Fees</p> <p>Year 11 – \$10 Year 12 – \$10</p>	<p>What will I learn?</p> <p>Year 11</p> <ul style="list-style-type: none"> • Nature of business – the role and nature of business • Business management – the nature and responsibilities of management • Business planning – establishing and planning a small to medium enterprise <p>Year 12</p> <ul style="list-style-type: none"> • Operations – strategies for effective operations management • Marketing – development and implementation of successful marketing strategies • Finance – financial information in the planning and management of business • Human resources – human resource management and business performance
<p>Course Contact</p> <p>Ms Matthews</p>	<p>Is there any other important information I should know?</p> <p>Nil.</p>
<p>ATAR HSC </p>	<p>Vocational HSC </p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil 	

Chemistry

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.</p> <p>The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.</p>
<p>Course Fees</p> <p>Nil</p>	<p>What will I learn?</p> <p>Year 11</p> <p>The Year 11 course consists of four modules.</p> <ul style="list-style-type: none"> • Properties and Structure of Matter • Introduction to Quantitative Chemistry • Reactive Chemistry • Drivers of Reactions <p>Year 12</p> <p>The Year 12 course consists of four modules.</p> <ul style="list-style-type: none"> • Equilibrium and Acid Reactions • Acid/base Reactions • Organic Chemistry • Applying Chemical Ideas
<p>Course Contact</p> <p>Mr Taylor</p>	<p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> • 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.
<p>ATAR HSC</p>	<p>Vocational HSC</p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil 	

Community and Family Studies

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p> <p>What will I learn? Year 11</p> <ul style="list-style-type: none"> • Resource Management - basic concepts of the resource management process. • Individuals and Groups - the individual's roles, relationships and tasks within groups. • Families and Communities - family structures and functions and the interaction between family and community.
<p>Course Fees</p> <p>Year 11 - \$10 Year 12 - \$10</p>	<p>Year 12 Core</p> <ul style="list-style-type: none"> • Research Methodology - research methodology and skills culminating in the production of an Independent Research Project. • Groups in Context - the characteristics and needs of specific community groups. • Parenting and Caring - issues facing individuals and groups who adopt roles of parenting and caring in contemporary society. <p>Options Students will study ONE of the following option topics:</p> <ul style="list-style-type: none"> • 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.
<p>Course Contact</p> <p>Ms Dunajcik</p>	<p>Is there any other important information I should know? 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.</p>
<p>ATAR HSC</p> <p><input checked="" type="checkbox"/></p>	<p>Vocational HSC</p> <p><input checked="" type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil 	

Design and Technology

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>The Year 11 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. In addition, students are encouraged to communicate their design ideas using a range of appropriate media in a folio format.</p> <p>The Year 12 course applies the knowledge and understanding of designing and producing from the Year 11 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.</p>
<p>Course Fees</p> <p>Year 11 - \$30 Year 12 - \$10</p>	<p>What will I learn?</p> <p>Year 11</p> <p>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.</p> <p>Year 12</p> <p>Involves the study of innovation and emerging technologies, including a case study 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.</p>
<p>Course Contact</p> <p>Mr Perrem</p>	<p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> • The Year 11 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. • In Year 12, 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. • They also complete a case study of an innovation, requiring students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues, and discuss its impact on society.
<p>ATAR HSC</p>	<p>Vocational HSC</p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil 	

Drama

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.</p> <p>What will I learn? Year 11 Course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p>
<p>Course Fees</p> <p>Year 11 - \$20 Year 12 - \$20</p>	<p>Year 12</p> <ul style="list-style-type: none"> • Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas • The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills • For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama <p>Main Topics include:</p> <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project
<p>Course Contact</p> <p>Ms McCutcheon</p>	<p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> • In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding and analysis of selected material. • In preparing for the group performance, the published <i>Course Prescriptions</i> 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. • Students selecting Drama are required to keep a log book of the development of each of the components Group Performance and Individual Project.
<p>ATAR HSC</p> <p><input checked="" type="checkbox"/></p>	<p>Vocational HSC</p> <p><input checked="" type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. 	

Earth and Environmental Science

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.</p> <p>The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.</p>
<p>Course Fees</p> <p>Nil</p>	<p>What will I learn?</p> <p>Year 11</p> <ul style="list-style-type: none"> • Earth's Resources • Plate Tectonics • Energy Transformations • Human Impacts <p>Year 12</p> <ul style="list-style-type: none"> • Earth's Processes • Hazards • Climate Science • Resource Management
<p>Course Contact</p> <p>Mr Taylor</p>	<p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> • 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.
<p>ATAR HSC</p>	<p>Vocational HSC</p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil 	

English Advanced

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values. In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.</p>
<p>Course Fees</p> <p>Nil</p>	<p>What will I learn?</p> <p>Year 11</p> <p>There are three modules in the Year 11 course:</p> <ul style="list-style-type: none"> • Common module: Reading to Write • Module A: Narratives that Shape our World • Module B: Critical Study of Literature <p>There are no prescribed texts for Year 11. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.</p> <p>Year 12</p> <p>There are four modules in the Year 12 course:</p> <ul style="list-style-type: none"> • Common module: Texts and Human Experiences • Module A: Textual Conversations • Module B: Critical Study of Literature • Module C: The Craft of Writing
<p>Course Contact</p> <p>Ms Turner</p>	<p>Students are required to closely study four prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • Shakespearean drama • Prose fiction • Poetry OR drama <p>The remaining text may be film, media or nonfiction text or may be selected from one of the categories above. Students must study ONE related text in the common module: Texts and Human Experiences.</p> <p>Is there any other important information I should know?</p> <p>English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts. Students who select this course should be prepared to dedicate significant time and effort to their studies.</p> <p>There are two HSC exams for this course.</p>
<p>ATAR HSC <input checked="" type="checkbox"/></p>	<p>Vocational HSC <input type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • English Standard; English Studies; English EAL/D 	

English Extension Year 11

<p>Board Developed Course</p> <p>1 Unit in Year 11</p>	<p>Prerequisite Studies English Advanced</p> <p>Course Description In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.</p> <p>In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.</p>
<p>Course Fees</p> <p>Nil</p>	<p>What will I learn? Year 11 The course has one mandatory module: Texts, Culture and Value as well as a related research project.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Examine a key text from the past and its manifestations in one or more recent cultures • Explore, analyse and critically evaluate different examples of such texts in a range of contexts and media • Undertake a related research project <p>Is there any other important information I should know? English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.</p>
<p>Course Contact</p> <p>Ms Turner</p>	
<p>ATAR HSC <input checked="" type="checkbox"/></p>	<p>Vocational HSC <input type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • English Standard; English Studies; English EAL/D 	

English Standard

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>In the Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.</p> <p>In the Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.</p> <p>What will I learn?</p> <p>Year 11</p> <p>There are three modules in the Year 11 course:</p> <ul style="list-style-type: none"> • Common module: Reading to Write • Module A: Contemporary Possibilities • Module B: Close Study of Literature <p>There are no prescribed texts for Year 11. Students are required to study ONE complex multimodal or digital text in Module A. Students are required to study ONE substantial literary print text in Module B. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support the study of texts with their own wide reading.</p> <p>Year 12</p> <p>There are four modules in the Year 12 course:</p> <ul style="list-style-type: none"> • Common module: Texts and Human Experiences • Module A: Language, Identity and Culture • Module B: Close Study of Literature • Module C: The Craft of Writing
<p>Course Fees</p> <p>Nil</p>	<p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • Prose fiction • Poetry OR drama • Film OR media OR nonfiction <p>Students must study ONE related text in the Common module: Texts and Human Experiences.</p>
<p>Course Contact</p> <p>Ms Turner</p>	<p>Is there any other important information I should know?</p> <p>English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.</p> <p>There are two HSC exams for this course.</p>
<p>ATAR HSC <input checked="" type="checkbox"/></p>	<p>Vocational HSC <input type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • English Advanced; English Studies; English EAL/D; English Extension 	

English Studies

<p>Board Developed Course – Category B</p> <p>(ATAR Eligible with HSC Exam)</p> <p>2 Units</p>	<p>Course Description</p> <p>This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.</p> <p>What will I learn?</p> <p>Year 11</p> <p>Students study the mandatory module, <i>Achieving through English: English in education, work and community</i> to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. Students study 2–4 additional syllabus modules (selected based on their needs and interests).</p> <p>Year 12</p> <p>The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis. Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.</p> <p>In both years, students are required to:</p> <ul style="list-style-type: none"> • Read, view, listen to and compose a wide range of texts • Study at least one substantial print text and one substantial multi modal • Study at least one substantial multimodal text (for example film or a television series) • Be involved in planning, research and presentation activities as part of one individual and/or collaborative project • Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year • Engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions <p>In addition to the above requirements, students in Year 12 only are required to:</p> <ul style="list-style-type: none"> • Study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences <p>Is there any other important information I should know?</p> <p>Due to changes in the English Studies course, students considering choosing this course should be advised that:</p> <ul style="list-style-type: none"> • English Studies is a Stage 6 Board Developed Course (Category B) to be implemented with Year 11 from 2018 • From the 2019 HSC, students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses • Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA • To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study
<p>Course Fees</p> <p>Nil</p>	
<p>Course Contact</p> <p>Ms Turner</p>	
<p>ATAR HSC</p>	<p><input checked="" type="checkbox"/> *optional</p> <p>Vocational HSC</p> <p><input checked="" type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • English Advanced; English Standard; English EAL/D; English Extension 	

Food Technology

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>The Year 11 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.</p> <p>The Year 12 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.</p>
<p>Course Fees</p> <p>Year 11 - \$20 Year 12 - \$20</p>	<p>Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p> <p>What will I learn?</p> <p>Year 11</p> <ul style="list-style-type: none"> • Food Availability and Selection • Food Quality • Nutrition <p>Year 12</p> <ul style="list-style-type: none"> • The Australian Food Industry • Food Manufacture • Food Product Development • Contemporary Nutrition Issues
<p>Course Contact</p> <p>Mrs Meacham Ms Dallos</p>	<p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> • In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. • It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.
<p>ATAR HSC</p>	<p>Vocational HSC</p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil 	

French Beginners

<p>Board Developed Course</p> <p>2 Units</p>	<p>Prerequisite Studies Restrictions: Can only have studied 100 hours or less of French to be eligible.</p> <p>Course Description In the Year 11 and Year 12 courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.</p> <p>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.</p>
<p>Course Fees</p> <p>Year 11 - \$10 Year 12 - \$10</p>	<p>What will I learn? Year 11 and Year 12 The Year 11 topics provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. In the Year 12 course students will extend and refine their communication skills in French in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.</p> <p>The prescribed topics should be studied from two interdependent perspectives:</p> <ul style="list-style-type: none"> • The personal world • The French-speaking communities
<p>Course Contact</p> <p>Ms Turner</p>	<p>The two perspectives will enable students to develop knowledge and understanding of and skills in the French language, linked to cultural values, attitudes and practices.</p> <ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations <p>Is there any other important information I should know? The examination for this course will consist of a written HSC paper worth 80 marks and an oral examination worth 20 marks.</p>
<p>ATAR HSC</p>	<p>Vocational HSC</p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • French Continuers, French Extension. Strict eligibility rules apply to the study of this subject regarding previous experience with the language. 	

French Continuers

<p>Board Developed Course</p> <p>2 Units</p>	<p>Prerequisite Courses 200-400 hours study of the language or equivalent knowledge is assumed.</p> <p>Course Description The Year 11 and Year 12 courses have, as their organisational focuses, prescribed themes and related mandatory 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.</p> <p>What will I learn? Year 11 and Year 12 In the Year 11 course students' skills in, and knowledge and understanding of, French will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of French-speaking communities through the study of a range of texts.</p>
<p>Course Fees</p> <p>Year 11 - \$10 Year 12 - \$10</p>	<p>The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of French and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of French-speaking communities will develop further.</p> <div> <div> <p>Prescribed Themes</p> <ul style="list-style-type: none"> • The individual • The French speaking communities • The changing world </div> <div> <p>Mandatory Topics</p> <ul style="list-style-type: none"> • Personal identity • Relationships • School life and aspirations • Leisure and interests • Daily life/lifestyles • Arts and entertainment • Travel and tourism • The world of work • Current issues • The young people's world </div> </div>
<p>Course Contact</p> <p>Ms Turner</p>	<p>Is there any other important information I should know? The examination for this course will consist of a written HSC paper worth 80 marks and an oral examination worth 20 marks.</p>
<p>ATAR HSC <input checked="" type="checkbox"/></p>	<p>Vocational HSC <input type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • French Beginners 	

Geography

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>The Year 11 course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The Year 12 course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>
<p>Course Fees</p> <p>Year 11 - \$10 Year 12 - \$10</p>	<p>What will I learn?</p> <p>Year 11</p> <ul style="list-style-type: none"> • 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. <p>Year 12</p> <ul style="list-style-type: none"> • 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.
<p>Course Contact</p> <p>Ms Hopkins</p>	<p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p> <p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> • Students complete a Senior Geography Project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and HSC courses.
<p>ATAR HSC</p>	<p>Vocational HSC</p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil 	

Industrial Technology Timber

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>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.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Timber Products and Furniture Technologies.</p> <p>What will I learn?</p> <p>Year 11</p>
<p>Course Fees</p> <p>Year 11 - \$40 Year 12 - \$10</p>	<p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological factors, personnel issues, 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 <p>Year 12</p>
<p>Course Contact</p> <p>Mr Perrem</p>	<p>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:</p> <ul style="list-style-type: none"> • Industry Study • Major Project • Design, Management and Communication • Production • Industry Related Manufacturing Technology <p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> • In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry. • In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.
<p>ATAR HSC <input checked="" type="checkbox"/></p>	<p>Vocational HSC <input checked="" type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil exclusions at school; please check if you plan on studying a TVET course with a similar focus 	

Investigating Science

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.</p> <p>The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.</p>
<p>Course Fees</p> <p>Nil</p>	<p>What will I learn?</p> <p>Year 11</p> <p>The Year 11 course consists of four modules.</p> <ul style="list-style-type: none"> • Cause and Effect – Observing • Cause and Effect – Inferences and Generalisations • Scientific Models • Theories and Laws <p>Year 12</p> <p>The Year 12 course consists of four modules.</p> <ul style="list-style-type: none"> • Scientific Investigations • Technologies • Fact or Fallacy? • Science and Society
<p>Course Contact</p> <p>Mr Taylor</p>	<p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> • The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12. • 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.
<p>ATAR HSC</p>	<p>Vocational HSC</p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil 	

Legal Studies

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The Year 12 course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>
<p>Course Fees</p> <p>Year 11 - \$10 Year 12 - \$10</p>	<p>What will I learn?</p> <p>Year 11</p> <ul style="list-style-type: none"> • Part I – The Legal System • Part II – The Individual and the Law • Part III – The Law in Practice <p>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.</p> <p>Year 12</p> <ul style="list-style-type: none"> • Core Part I: Crime • Core Part II: Human Rights • Part III: Two options <p>Two options are chosen from:</p> <ul style="list-style-type: none"> • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter • Workplace • World order. <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>
<p>Course Contact</p> <p>Mr Matuschka</p>	<p>Is there any other important information I should know?</p> <p>Nil.</p>
<p>ATAR HSC <input checked="" type="checkbox"/></p>	<p>Vocational HSC <input type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil 	



Mathematics Advanced

<p>Board Developed Course</p> <p>2 Units</p>	<p>Prerequisite Courses 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 <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2, and Stage 5.3.</p> <p>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 study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> 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. 		
<p>Course Fees</p> <p>Nil</p>	<p>What will I learn?</p> <table border="0"> <tr> <td> <p>Year 11</p> <p>Topic: Functions</p> <ul style="list-style-type: none"> Working with Functions <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> Trigonometry and Measure of Angles Trigonometric Functions and Identities <p>Topic: Calculus</p> <ul style="list-style-type: none"> Introduction to Differentiation <p>Topic: Exponential and Logarithmic Functions</p> <ul style="list-style-type: none"> Logarithms and Exponentials <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> Probability and Discrete Probability Distributions </td><td> <p>Year 12</p> <p>Topic: Functions</p> <ul style="list-style-type: none"> Graphing Techniques <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> Trigonometric Functions and Graphs <p>Topic: Calculus</p> <ul style="list-style-type: none"> Differential Calculus The Second Derivative Integral Calculus <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> Modelling Financial Situations <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> Descriptive Statistics and Bivariate Data Analysis Random Variables </td></tr> </table>	<p>Year 11</p> <p>Topic: Functions</p> <ul style="list-style-type: none"> Working with Functions <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> Trigonometry and Measure of Angles Trigonometric Functions and Identities <p>Topic: Calculus</p> <ul style="list-style-type: none"> Introduction to Differentiation <p>Topic: Exponential and Logarithmic Functions</p> <ul style="list-style-type: none"> Logarithms and Exponentials <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> Probability and Discrete Probability Distributions 	<p>Year 12</p> <p>Topic: Functions</p> <ul style="list-style-type: none"> Graphing Techniques <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> Trigonometric Functions and Graphs <p>Topic: Calculus</p> <ul style="list-style-type: none"> Differential Calculus The Second Derivative Integral Calculus <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> Modelling Financial Situations <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> Descriptive Statistics and Bivariate Data Analysis Random Variables
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<p>Course Contact</p> <p>Mr Firth</p>	<p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> Students wishing to study Mathematics Extension 1 and / or Extension 2, must also study Mathematics Advanced All students studying the Mathematics Advanced course will sit for an HSC examination 		
<p>ATAR HSC</p> <p><input checked="" type="checkbox"/></p>	<p>Vocational HSC</p> <p><input type="checkbox"/></p>		
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course. 			

Mathematics Extension 1

<p>Board Developed Course</p> <p>1 Unit</p>	<p>Prerequisite Courses 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 <i>Mathematics Years 7–10 Syllabus</i> and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: polynomials, logarithms, functions and other graphs, and circle geometry.</p> <p>Course Description The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> • 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 		
<p>Course Fees</p> <p>Nil</p>	<p>What will I learn?</p> <table border="0"> <tr> <td> <p>Year 11</p> <p>Topic: Functions</p> <ul style="list-style-type: none"> • Further Work with Functions • Polynomials <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> • Inverse Trigonometric Functions • Further Trigonometric Identities <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Rates of Change <p>Topic: Combinatorics</p> <ul style="list-style-type: none"> • Working with Combinatorics </td><td> <p>Year 12</p> <p>Topic: Proof</p> <ul style="list-style-type: none"> • Proof by Mathematical Induction <p>Topic: Vectors</p> <ul style="list-style-type: none"> • Introduction to Vectors <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> • Trigonometric Equations <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Further Calculus Skills • Applications of Calculus <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • The Binomial Distribution </td></tr> </table>	<p>Year 11</p> <p>Topic: Functions</p> <ul style="list-style-type: none"> • Further Work with Functions • Polynomials <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> • Inverse Trigonometric Functions • Further Trigonometric Identities <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Rates of Change <p>Topic: Combinatorics</p> <ul style="list-style-type: none"> • Working with Combinatorics 	<p>Year 12</p> <p>Topic: Proof</p> <ul style="list-style-type: none"> • Proof by Mathematical Induction <p>Topic: Vectors</p> <ul style="list-style-type: none"> • Introduction to Vectors <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> • Trigonometric Equations <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Further Calculus Skills • Applications of Calculus <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • The Binomial Distribution
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<p>Course Contact</p> <p>Mr Firth</p>	<p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> • Students wishing to undertake this course must also study the Mathematics Advanced course • All students studying the Mathematics Extension 1 course will sit for an HSC examination 		
<p>ATAR HSC <input checked="" type="checkbox"/></p>	<p>Vocational HSC <input type="checkbox"/></p>		
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course 			

Mathematics Standard 1

<p>Board Developed Course – Category B</p> <p>(ATAR Eligible with HSC Exam in Year 12)</p> <p>2 Units</p>	<p>Prerequisite Courses</p> <p>The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2.</p> <p>Course Description</p> <p>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.</p> <p>The study of Mathematics Standard 1 in Stage 6:</p> <ul style="list-style-type: none"> • 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 		
<p>Course Fees</p> <p>Nil</p>	<p>What will I learn?</p> <table border="0"> <tr> <td> <p>Year 11</p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> • Formulae and Equations • Linear Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> • Applications of Measurement • Working with Time <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> • Money Matters <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Data analysis • Relative frequency and Probability </td><td> <p>Year 12</p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> • Types of Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> • Right-angled Triangles • Rates • Scale drawings <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> • Investment • Depreciation and Loans <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Further Statistical Analysis <p>Topic: Networks</p> <ul style="list-style-type: none"> • Networks and Paths </td></tr> </table>	<p>Year 11</p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> • Formulae and Equations • Linear Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> • Applications of Measurement • Working with Time <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> • Money Matters <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Data analysis • Relative frequency and Probability 	<p>Year 12</p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> • Types of Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> • Right-angled Triangles • Rates • Scale drawings <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> • Investment • Depreciation and Loans <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Further Statistical Analysis <p>Topic: Networks</p> <ul style="list-style-type: none"> • Networks and Paths
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<p>Course Contact</p> <p>Mr Firth</p>	<p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> • 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 must sit the optional HSC examination. 		
<p>ATAR HSC </p>	<p>Vocational HSC </p>		
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • 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. 			

Mathematics Standard 2

<p>Board Developed Course</p> <p>(in Year 12)</p> <p>2 Units</p>	<p>Prerequisite Courses</p> <p>The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2.</p> <p>Course Description</p> <p>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.</p>
<p>Course Fees</p> <p>Nil</p>	<p>The study of Mathematics Standard 1 in Stage 6:</p> <ul style="list-style-type: none"> 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 <p>What will I learn?</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Year 11</p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> Formulae and Equations Linear Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> Applications of Measurement Working with Time <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> Money Matters <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> Data analysis Relative frequency and Probability </div> <div style="width: 48%;"> <p>Year 12</p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> Types of Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> Non-Right-angled Trigonometry Rates and Ratios <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> Investments and Loans Annuities <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> Bivariate Data Analysis The Normal Distribution <p>Topic: Networks</p> <ul style="list-style-type: none"> Network Concepts Critical Path Analysis </div> </div>
<p>Course Contact</p> <p>Mr Firth</p>	<p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> 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) All students studying the Mathematics Standard 2 course will sit for an HSC examination
<p>ATAR HSC</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">✓</div>	<p>Vocational HSC</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">✗</div>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> 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. 	

Modern History

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p>
<p>Course Fees</p> <p>Year 11 - \$10 Year 12 - \$10</p>	<p>What will I learn?</p> <p>Year 11</p> <p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> Investigating Modern History, including 'The Nature of Modern History' and 'Case Studies'. Students undertake at least one option from 'The Nature of Modern History', and at least two case studies. Historical Investigation The Shaping of the Modern World - At least one study from 'The Shaping of the Modern World' is to be undertaken. <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p> <p>Year 12</p> <p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> Core Study: Power and Authority in the Modern World 1919–1946 One 'National Studies' topic One 'Peace and Conflict' topic One 'Change in the Modern World' topic <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>
<p>Course Contact</p> <p>Mr Pecovnik</p>	<p>Is there any other important information I should know?</p> <p>In the Year 11 course, students undertake at least two case studies.</p> <ul style="list-style-type: none"> One case study must be from Europe, North America or Australia, and One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. <p>In Year 12, students are required to study at least one non-European/Western topic, for example:</p> <ul style="list-style-type: none"> India 1942–1984 Conflict in the Pacific 1937–1951 The Cultural Revolution to Tiananmen Square 1966–1989.
<p>ATAR HSC</p>	<p>Vocational HSC</p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> Nil 	

Music 1

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>In the Year 11 course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p> <p>In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p> <p>What will I learn?</p> <p>Year 11</p> <p>Students study three topics in the Year 11 course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.</p> <p>While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.</p>
<p>Course Fees</p> <p>Year 11 - \$30 Year 12 - \$30</p>	<p>Year 12</p> <p>Students study three topics in the Year 12 course which are different from those studied in the Year 11 course or two topics which are different from those studied in the Year 11 course and one topic from the Year 11 course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.</p> <p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition in the Year 12 course. As part of the HSC examination, all students must complete a Core Performance. 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.
<p>Course Contact</p> <p>Ms Harris</p>	
<p>ATAR HSC <input checked="" type="checkbox"/></p>	<p>Vocational HSC <input checked="" type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> Music 2 and Music Extension; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. 	

Personal Development, Health and Physical Education

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the Year 12 course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>
<p>Course Fees</p> <p>Nil</p>	<p>What will I learn?</p> <p>Year 11</p> <p>Core Topics</p> <ul style="list-style-type: none"> • Better Health for Individuals • The Body in Motion • Option Topics <p>Students will study two of the following options:</p> <ul style="list-style-type: none"> • First Aid • Composition and Performance • Fitness Choices • Outdoor Recreation
<p>Course Contact</p> <p>Ms Dunajcik</p>	<p>Year 12</p> <p>Core Topics</p> <ul style="list-style-type: none"> • Health Priorities in Australia • Factors Affecting Performance <p>Option Topics</p> <p>Students will study two of the following options:</p> <ul style="list-style-type: none"> • The Health of Young People • Sport and Physical Activity in Australian Society • Sports Medicine • Improving Performance • Equity and Health <p>Is there any other important information I should know?</p> <p>Students should be aware that this course has rigorous theoretical components. Practical aspects of the course are directly related to the application of syllabus content only, and there are no regularly scheduled practical lessons.</p>
<p>ATAR HSC</p> <p><input checked="" type="checkbox"/></p>	<p>Vocational HSC</p> <p><input type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil 	

Physics

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.</p> <p>What will I learn?</p> <p>Year 11</p> <p>The Year 11 course consists of four modules.</p> <ul style="list-style-type: none"> • Kinematics • Dynamics • Waves and Thermodynamics • Electricity and Magnetism <p>Year 12</p> <p>The Year 12 course consists of four modules.</p> <ul style="list-style-type: none"> • Advanced Mechanics • Electromagnetism • The Nature of Light • From the Universe to the Atom <p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> • 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.
<p>Course Fees</p> <p>Nil</p>	
<p>Course Contact</p> <p>Mr Taylor</p>	
<p>ATAR HSC <input checked="" type="checkbox"/></p>	<p>Vocational HSC <input type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil 	

Society and Culture

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).</p> <p>What will I learn?</p> <p><i>Year 11</i></p> <ul style="list-style-type: none"> • 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
<p>Course Fees</p> <p>Year 11 - \$10 Year 12 - \$20</p>	<p><i>Year 12</i></p> <p>Core</p> <ul style="list-style-type: none"> • 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 <p>Depth Studies</p> <p>Two to be chosen from:</p> <ul style="list-style-type: none"> • 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.
<p>Course Contact</p> <p>Mr Matuschka</p>	<p>Is there any other important information I should know?</p> <p>Society and Culture students must each undertake, on an individual basis, a Personal Interest Project worth 40% of the HSC examination mark. The PIP requires students to select a suitable topic related to the course, develop and apply appropriate research methods and submit a completed project containing the required components.</p>
<p>ATAR HSC</p>	<p>Vocational HSC</p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil 	

Textiles and Design

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>The Year 11 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. The completion of two Year 11 textile projects develop students creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The Year 12 course builds upon the Year 11 course and involves the study of fabric colouration and decoration, historical design development, cultural factors and design, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, environmental sustainability, current issues and the marketplace.</p>
<p>Course Fees</p> <p>Year 11 - \$30 Year 12 - \$10</p>	<p>What will I learn?</p> <p>Year 11</p> <ul style="list-style-type: none"> • Design • Properties and Performance of Textiles • The Australian Textiles, Clothing, Footwear and Allied Industries <p>In the Year 11 course students will undertake two Year 11 textile projects.</p> <ul style="list-style-type: none"> • Year 11 Project 1 is drawn from the area of study Design: generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of project, and management of time and resources. • Year 11 Project 2 is drawn from the area of study of Properties and Performance of Textiles: analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and recording of information.
<p>Course Contact</p> <p>Ms Dallos</p>	<p>Year 12</p> <ul style="list-style-type: none"> • Design • Properties and Performance of Textiles • The Australian Textiles, Clothing, Footwear and Allied Industries • Major Textiles Project <p>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.</p> <p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> • This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.
<p>ATAR HSC</p>	<p>Vocational HSC</p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Students cannot study the following TVET courses in combination with Textiles and Design: Fashion and Textiles TVET CEC 43480, Fashion Design and Technology TVET CEC 41016 	

Visual Arts

<p>Board Developed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations. Students develop their own artworks, culminating in a 'body of work' in the HSC course.</p> <p>While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.</p> <p>What will I learn?</p> <p>Year 11</p> <p>Year 11 Course learning opportunities focus on:</p> <ul style="list-style-type: none"> • The nature of practice in artmaking, art criticism and art history through different investigations • The role and function of artists, artworks, the world and audiences in the artworld • The different ways the visual arts may be interpreted and how students might develop their own informed points of view • How students may develop meaning and focus and interest in their work • Building understandings over time through various investigations and working in different forms <p>Year 12</p> <p>HSC Course learning opportunities focus on:</p> <ul style="list-style-type: none"> • How students may develop their practice in artmaking, art criticism, and art history • How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations • How students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations • How students may further develop meaning and focus in their work <p>Is there any other important information I should know?</p> <p>Year 11</p> <p>Undertake artworks in at least two expressive forms and use of a process diary</p> <p>A broad investigation of ideas in art making, art criticism and art history</p> <p>Year 12</p> <p>Development of a body of work and use of a process diary</p> <p>A minimum of five Case Studies (4–10 hours each)</p> <p>Deeper and more complex investigations in art making, art criticism and art history</p>
<p>Course Fees</p> <p>Year 11 - \$45</p> <p>Year 12 - \$45</p>	
<p>Course Contact</p> <p>Ms Anuyahong</p>	
<p>ATAR HSC</p> <p><input checked="" type="checkbox"/></p>	<p>Vocational HSC</p> <p><input checked="" type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. 	

Content Endorsed Courses

Photography, Video and Digital Imaging

<p>Content Endorsed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>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.</p> <p>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.</p>
<p>Course Fees</p> <p>Year 11 - \$60 Year 12 - \$70</p>	<p>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.</p> <p>What will I learn? Year 11 and Year 12 Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> • 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 • Temporal Accounts
<p>Course Contact</p> <p>Ms Anuyahong</p>	<p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> • 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. <p>Students are required to keep a diary throughout the course.</p>
<p>ATAR HSC <input type="checkbox"/></p>	<p>Vocational HSC <input checked="" type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. 	

Sport, Lifestyle and Recreation

<p>Content Developed Course</p> <p>2 Units</p>	<p>Course Description Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p> <p>What will I learn? Year 11 and Year 12 Through the course students will develop:</p> <ul style="list-style-type: none"> • Knowledge and understanding of the factors that influence health and participation in physical activity • Knowledge and understanding of the principles that impact on quality of performance • An ability to analyse and implement strategies to promote health, activity and enhanced performance • A capacity to influence the participation and performance of self and others
<p>Course Fees</p> <p>Approx \$50 - \$150 per year depending on activities</p>	<p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> • Aquatics • Athletics • First Aid • Fitness • Games and Sports Applications • Gymnastics • Outdoor Recreation • Sports Administration • Coaching • Social Perspectives of Sport • Healthy Lifestyles
<p>Course Contact</p> <p>Ms Dunajcik</p>	<p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> • Over the course of the year, students must be prepared to cover the costs of transport and entrance to activities to support student learning in chosen modules as needed. For example: pool entry for aquatics. This may amount to a cost of \$50-\$150, depending on student interest and availability of facilities. • Students must also note that PE uniform and running shoes are required for practical lessons.
<p>ATAR HSC <input type="checkbox"/></p>	<p>Vocational HSC <input checked="" type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules 	

Work Studies

<p>Content Endorsed Course</p> <p>2 Units</p>	<p>Course Description</p> <p>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.</p> <p>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.</p>
<p>Course Fees</p> <p>Nil</p>	<p>What will I learn?</p> <p>The Work Studies course will assist students to acquire general work-related knowledge, skills and attitudes, transferable across different occupations. Students will also develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace. Some modules also allow students to undertake work placement to allow for the development of specific job-related skills.</p> <p>Year 11 and 12 Core Topic</p> <ul style="list-style-type: none"> • My Working Life <p>Optional Modules</p> <ul style="list-style-type: none"> • In the Workplace • Preparing Job Applications • Workplace Communication • Teamwork and Enterprise Skills • Managing Work and Life Commitments • Personal Finance • Workplace Issues • Self-Employment • Team Enterprise Project • Experiencing Work <p>Schools may develop modules that are specific to the needs of the students in the class.</p>
<p>Course Contact</p> <p>Mrs Hallett</p>	<p>Is there any other important information I should know?</p> <p>Students who are undertaking the Vocational HSC pathway must complete this course to support them with the achievement of their future goals. The course will be taught by the school's Transition Advisor, who works closely with the Careers Advisor.</p>
<p>ATAR HSC</p> <p><input type="checkbox"/> *Does not Contribute to ATAR</p>	<p>Vocational HSC</p> <p><input checked="" type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil 	

VET Curriculum Framework

Information for Students Undertaking School Delivered VET Courses

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

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

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

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

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

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

Optional External HSC Examination

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

Assessment Procedures

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

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

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

Student Selection, enrolment and induction procedures

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

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

Fees and charges

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

VET Enrolment

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

Freedom of Information and Privacy

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Work Placement

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

School Based Apprenticeships and Traineeships (SBATs)

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

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

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

www.sbatinnsw.info

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.

VET Enrolment Form

Public Schools NSW, Wagga Wagga. RTO 90333

The Registered Training Authority (RTO) is responsible for the quality of the training and assessment in compliance with The Standards for RTOs 2015 and for the issuance of the Australian Qualifications Framework (AQF) certification documentation, <https://www.asqa.gov.au/about/australias-vet-sector/standards-registered-training-organisations-rtos-2015> . Prior to enrolment the RTO provides accurate information that enables the learner to make informed decisions about undertaking training with the RTO. Every student is provided with a specific site VET Course Information sheet that provides qualification information.

Privacy Notice

Under the *Data Provision Requirements 2012*, **Public Schools NSW Wagga Wagga, RTO 90333**, is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on this enrolment form), may be used or disclosed by **Public Schools NSW Wagga Wagga, RTO 90333**, for statistical, administrative, regulatory and research purposes.

Public Schools NSW Wagga Wagga, RTO 90333, may disclose your personal information for these purposes to:

Commonwealth and State or Territory government departments and authorised agencies; and NCVER

Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes
populating authenticated VET transcripts

facilitating statistics and research relating to education, including surveys and data linkage

understanding how the VET market operates, for policy, workforce planning and consumer information and

administering VET, including program administration, regulation, monitoring and evaluation.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

Study reason

Select the main reason you are undertaking this course (Tick **ONE** box only)

To gain extra skills to apply for a job	<input type="checkbox"/>
For personal interest or self-development	<input type="checkbox"/>
To gain skills for community/voluntary work	<input type="checkbox"/>
To learn about the requirements for work	<input type="checkbox"/>
Other reason	<input type="checkbox"/>

Personal details

Full Name

Date of Birth ____ / ____ / ____

If you have a **disability**, impairment or long-term condition ensure your school is informed.

Delivery details This qualification will be delivered at school over one or two years.

Unique Student Identifier (USI)

Detailed course information is provided on each Course Information Sheet.

From 1 January 2015, we Wagga Wagga RTO can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to NCVER. If you have not yet obtained a USI you can apply for it directly at <https://www.usi.gov.au/students/create-your-usi/> on computer or mobile device.

Each student must provide the school with their USI number before enrolment in a VET course.

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Your school has the Authority to Deliver (ATD) the following courses.

Select the course(s) below in which you are requesting to enrol.

BSB20115 Certificate II in Business	<input type="checkbox"/>
CPC20211 Certificate II in Construction Pathways	<input type="checkbox"/>
ICT30118 Certificate III in Information, Digital Media and Technology	<input type="checkbox"/>
MEM10105 Certificate I in Engineering (2020 HSC only)	<input type="checkbox"/>
MEM10119 Certificate I in Engineering and SOA MEM20413 Certificate II Manufacturing Pathways	<input type="checkbox"/>
MSF20516 Certificate II in Furniture Making Pathways	<input type="checkbox"/>
SIT20316 Certificate II in Hospitality	<input type="checkbox"/>
Statement of Attainment towards ICT30118 Certificate III in Information, Digital Media and Technology	<input type="checkbox"/>
FSK20113 Certificate II in Skills for Work and Vocational Pathways	<input type="checkbox"/>

Fees and refunds

The school site will advise on fee collection from students. Details are available on each VET Course Information sheet

Parent / Carer declaration:

I declare that the personal information provided to the school about my son/daughter, named below, is true and correct to the best of my knowledge.

Student Name:

Parent Name: Date:

Parent Signature:

Complaints and appeals statement

<https://education.nsw.gov.au/policy-library/policies/complaints-handling-policy>

[For specific RTO procedures please contact your VET coordinator.](#)

Please return to: Mr Street (TAS staffroom)

Original copy to be filed in the school student folder. Digital copies for the VET cohort to be filed in the school QMS folder.

Construction Pathways

Course: CPC20211 Certificate II in Construction Pathways (240 indicative hours) 4 Year 11 and/or HSC units in total. **Board Developed Course** Category B status for Australian Tertiary Admission Rank (ATAR) Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

Course Description

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

Core Units of Competency

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

Elective Units of Competency

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

To gain the qualification and be eligible for the HSC, **Option1 must be completed.**

Option 1

- CPCCJN2001A Assemble components
 - CPCCJN2002B Prepare for off-site manufacturing process
- This course contains two additional units above the qualification to meet NESA HSC requirements.

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

Qualifications

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

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

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

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

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

Resources costs: \$50 Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: School delivery

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

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

For more information on possible outcomes please visit the NESA website:

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

Contact: Mr Gavin Street

Hospitality

Course: SIT20316 Certificate II in Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

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

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

Course Description

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

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

Core Units of Competency

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

Elective Units of Competency

- SITXFSA001 Use hygienic practices for food safety
 - SITHFAB004 Prepare and serve non-alcoholic beverages
 - SITHFAB005 Prepare and serve espresso coffee
 - SITHFAB007 Serve food and beverage
 - SITHCCC001 Use food preparation equipment
 - SITXFSA002 Participate in safe food handling practices
 - BSBSUS201 Participate in environmentally sustainable work practices
 - BSBCMM201 Communicate in the Workplace
- This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).

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

Qualifications

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

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

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

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

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

Resources costs: \$90 Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: School delivery

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

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

**** Shoes and uniform are compulsory**

Contact: Ms Meacham / Ms Dallos

Information and Digital Technology

Course: ICT30118 – Certificate III in Information, Digital Media and Technology

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

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

Qualification: Statement of Attainment towards Certificate III in Information, Digital Media and Technology (240 indicative hours) 4 Preliminary and/or HSC units in total.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies. Possible job titles: help desk officer/assistant, ICT operations support, ICT user support, PC support, and technical support.

Core Units of Competency

BSBWHS304 Participate effectively in WHS communication and consultation processes

ICTICT202 Work and communicate effectively in an ICT environment

ICTICT301 Create user documentation

ICTICT302 Install and optimise operating system software

ICTSAS308 Run standard diagnostic tests

BSBSUS401 Implement and monitor environmentally sustainable work practices

Elective Units of Competency

ICTWEB201 Use social media tools for collaboration and engagement

ICTWEB303 Produce digital images for the web

Option 1 Web and software applications stream

ICTICT203 Operate application software packages

ICTICT308 Use advanced features of computer applications

ICTWEB302 Build simple websites using commercial programs

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

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

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

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

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

Resources costs: \$30 Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: School delivery

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

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

For more information on possible outcomes please visit the NESA website:

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

Contact: Ms Meacham

Manufacturing and Engineering Introduction

Course: MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways (240 indicative hours) 4 Preliminary and/or HSC units in total. **Board Endorsed Course. There is not an Australian Tertiary Admission Rank (ATAR) option for this course.** Students must complete a minimum of 35 hours of work placement to meet the requirements of the HSC.

Course Description

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

Core Units of Competency

- MEM13015 Work safely and effectively in manufacturing and engineering (MEM10119)
- MEMPE006A Undertake a basic engineering project (MEM20413)
- MEMPE004A Develop a career plan for the engineering and manufacturing industry (MEM20413)

Elective Units of Competency

- MEM16006 Organise and communicate information (MEM10119)
- MEM11011 Undertake manual handling (MEM10119)
- MEM18001 Use hand tools (MEM10119)
- MEM18002 Use power tools/handheld operations (MEM10119)
- MEM12024 Perform computations (MEM10119)
- MEM16008 Interact with computer technology (MEM10119)
- MEM07032 Use workshop machines for basic operations (MEM10119)
- MEMPE001A Use engineering workshop machines (MEM20413)
- MEMPE002A Use electric welding machines (MEM20413)
- MEMPE004A Use fabrication equipment (MEM20413)

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

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a MEM10119 Certificate I in Engineering and a statement of attainment towards MEM20413 Certificate II in Engineering Pathways. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards MEM10119 Certificate I in Engineering. MEM10119 Certificate I in Engineering will be delivered and assessed in the preliminary year and the Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will be delivered and assessed in the HSC year.

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

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

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

Resources costs: \$50 Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: School delivery

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

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

For more information on possible outcomes please visit the NESA website:

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

Contact: Mr Street

Skills for Work and Vocational Pathways

Course: FSK20113 Certificate II in Skills for Work and Vocational Pathways (180 hours). Students undertaking a 180 course may be required to pick up an additional 1 unit (60 hours) of Work Studies module. Students undertaking 120 hour course (Preliminary) year will be eligible for a Statement of Attainment towards FSK20113 Certificate II in Skills for Work and Vocational Pathways.

Course Description

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

Course Units of Competency

The following content is delivered in the 180 hour course and a modified pattern of delivery is available in the 120 hour course.

- FSKDIG03 Use digital technology for routine workplace tasks
- FSKLRG09 Use strategies to respond to routine workplace problems
- FSKLRG11 Use routine strategies for work-related learning
- FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work
- FSKNUM15 Estimate, measure and calculate with routine metric measurements for work
- FSKOCM07 Interact effectively with others at work
- FSKRDG10 Read and respond to routine workplace information
- FSKWTG09 Write routine workplace texts
- FSKLRG10 Use routine strategies for career planning
- FSKOCM04 Use oral communication skills to participate in workplace meetings
- FSKRDG09 Read and respond to routine standard operating procedures
- FSKWTG07 Write routine formal workplace texts
- BSBITU211 Produce digital text documents
- BSBWOR204 Use business technology
- BSBITU212 Create and use spreadsheets
- FNSFLT202 Develop and use a savings plan

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

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

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

Qualifications Students who are assessed as competent in sufficient units of competency will be eligible for a FSK20113 Certificate II Skills for Work and Vocational Pathways. Students who do not achieve competency in all the units in the 180 hour course or complete the 120 hour course and achieve one unit of competency will be eligible for a Statement of Attainment towards FSK20113 Certificate II in Skills for Work and Vocational Pathways.

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

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

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

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

Resources costs: Nil

Delivery Arrangements: School delivery

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

For more information on possible outcomes please visit the NESA website:

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

Contact: Mrs Hallett

For your information

Year 12

Extension Courses

to be considered
in Year 11

English Extension 1 Year 12

English Extension 2 Year 12

<p>Board Developed Course</p> <p>1 Unit each in Year 12</p>	<p>Prerequisite Studies</p> <p>(a) English Advanced</p> <p>(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12</p> <p>(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2</p> <p>Course Description</p> <p>In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. There is a HSC exam for this course.</p> <p>In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.</p> <p>In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.</p>
<p>Course Fees</p> <p>Nil</p>	<p>What will I learn?</p> <p>Year 12</p> <p>English Extension 1</p> <p>The course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study. The electives are: Literary homelands, Worlds of upheaval, Reimagined worlds, Literary mindscapes, and Intersecting worlds</p> <p>Students are required to study:</p> <ul style="list-style-type: none"> • At least three prescribed texts for the elective study which must include two extended print texts • At least TWO related texts
<p>Course Contact</p> <p>Ms Turner</p>	<p>English Extension 2</p> <p>The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.</p> <p>Students can choose to compose in ONE of the following forms:</p> <ul style="list-style-type: none"> • Short fiction • Creative non-fiction • Poetry • Critical response • Script – short film, television, drama • Podcasts – drama, storytelling, speeches, performance poetry • Multimedia <p>Is there any other important information I should know?</p> <p>In the English Extension 2 course, Students are required to complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.</p>
<p>ATAR HSC</p>	<p>Vocational HSC</p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • English Standard, English Studies, English EAI/D 	

History Extension

<p>Board Developed Course</p> <p>1 Unit in Year 12</p>	<p>Prerequisite Courses Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Students must continue to study the courses in Year 12 while completing History Extension.</p> <p>Course Description History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.</p>
<p>Course Fees</p> <p>Year 12 - \$10</p>	<p>What will I learn? Year 12 The course comprises two sections.</p> <p>Constructing History Key Questions</p> <ul style="list-style-type: none"> • Who are historians? • What are the purposes of history? • How has history been constructed, recorded and presented over time? • Why have approaches to history changed over time? <p>Case Studies</p> <ul style="list-style-type: none"> • Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions
<p>Course Contact</p> <p>Mrs Rooney</p>	<p>History Project</p> <ul style="list-style-type: none"> • Students will undertake an individual investigative project, focusing on an area of changing historical interpretation. <p>Is there any other important information I should know? The course requires students to undertake:</p> <ul style="list-style-type: none"> • One case study • The development of one History Project.
<p>ATAR HSC <input checked="" type="checkbox"/></p>	<p>Vocational HSC <input type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil 	

Mathematics Extension 2

<p>Board Developed Course</p> <p>1 Unit in Year 12</p>	<p>Prerequisite Courses</p> <p>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.</p> <p>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.</p> <p>Course Description</p> <p>The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.</p> <p>The study of Mathematics Extension 2 in Stage 6:</p> <ul style="list-style-type: none"> • 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
<p>Course Fees</p> <p>Nil</p>	<p>What will I learn?</p> <p>Year 12</p> <p>Topic: Proof</p> <ul style="list-style-type: none"> • The Nature of Proof • Further Proof by Mathematical Induction <p>Topic: Vectors</p> <ul style="list-style-type: none"> • Further Work with Vectors <p>Topic: Complex Numbers</p> <ul style="list-style-type: none"> • Introduction to Complex Numbers • Using Complex Numbers <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Further Integration <p>Topic: Mechanics</p> <ul style="list-style-type: none"> • Applications of Calculus to Mechanics
<p>Course Contact</p> <p>Mr Firth</p>	<p>Is there any other important information I should know?</p> <ul style="list-style-type: none"> • The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. • All students studying the Mathematics Extension 2 course will sit for an HSC examination. • All students studying the Mathematics Extension 2 course will not sit the Mathematics Advanced HSC exam.
<p>ATAR HSC <input checked="" type="checkbox"/></p>	<p>Vocational HSC <input type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Students may not study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course 	

Science Extension

<p>Board Developed Course</p> <p>1 Unit in Year 12</p>	<p>Course Description</p> <p>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.</p> <p>What will I learn?</p> <p>Year 12</p> <ul style="list-style-type: none"> • The Foundations of Scientific Thinking • The Scientific Research Proposal • The Data, Evidence and Decisions • The Scientific Research Report
<p>Course Fees</p> <p>Nil</p>	<p>Is there any other important information I should know?</p> <p>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.</p> <p>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.</p>
<p>Course Contact</p> <p>Mr Taylor</p>	
<p>ATAR HSC <input checked="" type="checkbox"/></p>	<p>Vocational HSC <input type="checkbox"/></p>
<p>Exclusions (that is, any other courses I cannot study with this course)</p> <ul style="list-style-type: none"> • Nil 	

Notes on Choosing Your Courses

Please follow the four steps outlined below when choosing your Year 11/12 courses.

1. What are your strengths? Choose subjects you enjoy and do well in to maximise your ATAR.
2. Are there any tertiary prerequisites, or potential future work/employment requirements?
3. Are you being realistic in your aspirations and course selections?
4. How have you performed in this course or area up to now?

The following points should also be considered:

- Although a broad range of courses are initially offered to students, in the natural course of events it may not be viable for the school to follow through on all course offerings. Some students may need to re-select a course when the final course lines are determined.
- Students studying EVET courses are to be assessed with a prescribed set of competencies pertaining to each particular course. The level of competency attained can then lead to eligibility for varying AQF certificates. Each EVET course may have a different level of accreditation. (AQF = Australian Qualifications Framework).
- Some courses have set exclusions; that is to say, they cannot be studied in conjunction with all or part of an overlapping course. These exclusions need to be checked before course selection is finalised.
- The school structure caters for the prescribed 12 units of study within the 'normal' day 9am-3:10pm. Please ensure that your course selection adds up to at least 12 units in Year 11. Extension courses may need to be timetabled beyond the 'standard' school day at lunchtime, before 9am or after 3:10pm.

Course Selection Planning Page

I believe that my best qualities are (*circle x 5*):

Organised	Flexible	
Good at following instructions	Good with hands-on tasks	
Creative	Enthusiastic	
Fast learner	Patient	
Good with numbers	Positive attitude	Reliable
Leadership Skills	Problem solver	Sociable
Good team member	Sporting ability	

At this stage, do you see your future self doing one or more of the following.... (circle relevant)

Attend university	Complete apprenticeship/trade
Attend TAFE or college	Try to get an SBAT
Unsure	Get a job as soon as I can
Travel/work overseas	Work experience
Volunteering	Leave as soon as I turn 17

My '**dream job**' after school is:

What do you think you will need to do to achieve this dream job?

Other jobs that I am interested in are...

What I currently **enjoy** about school work in the classroom?

What I currently have a **difficulty** with in the classroom?

General Notes and Questions

Courses I am interested in:

Questions I need to ask:

Things I am not sure about:

Notes:

End of booklet.