



FRANCIS GREENWAY HIGH SCHOOL

# **Year 11(2019)**

# **Year 12 (2020)**

# **Subject Information**

Subjects have been ordered in the booklet as follows:

- General Information
- Category A Subjects
- Category B Subjects
- VET information
- Non-ATAR Subjects

## Stage 6 2019 Subject Selection Guide and Handbook

You are about to make a series of very important decisions about your future. You need to consider subject selections and career options. No decision is final, but a well made decision should not need to be reversed.

Francis Greenway High School has a long tradition of launching young people into a diverse range of careers. Some students consider transferring to another school, but recent data suggests that students, who stayed at the school where they were known, scored a higher ATAR (Australian Tertiary Admission Rank) than students who left and completed Stage 6 at another school.

Some young people choose an academic pathway and leave school and move onto university, then careers. One ex-student of the school is a professor at the University of Newcastle at age 29! Other former students have gone onto TAFE and Worldskills, where they have showcased the best that Australia has to offer, other students have graduated into the full and part time workforce.

You will be given a booklet covering VET courses, school based courses and requirements for the HSC. You will have access to university and TAFE handbooks and NESA publications through Mrs Taylor. Web sites are also very useful. Check out:-

- [www.newcastle.edu](http://www.newcastle.edu) - University of Newcastle's web page
- <http://educationstandards.nsw.edu.au> - an excellent site with lots of useful information about the Higher School Certificate.

The **Higher School Certificate** is the highest educational award you gain in NSW schools. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

To be eligible for the award of the HSC you need to:-

- Be enrolled in a school/TAFE in NSW
- Study a permitted combination of courses
- Complete the requirements for each course including any necessary oral, practical or project work
- Complete required assessment tasks
- Sit for and make a genuine attempt at the HSC examinations

*When choosing courses you need to pay particular attention to exclusions. Some courses share common content and outcomes with other courses and you cannot double dip. For example, students who choose Photography cannot submit a photographic portfolio as their major work in Visual Arts. Other exclusions apply to Hospitality and Tourism, and the Science courses.*

Candidates for the Higher School Certificate must undertake a program of study comprising at least:

- 12 units of Preliminary courses; and
- 10 units of Higher School Certificate courses.

In Year 12 the majority of students choose to study only 10 units.

Both the Preliminary course pattern and the HSC course pattern must include:

- at least six units of Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value (or greater); and
- at least four subjects areas.

A **subject** is a defined area of study, eg English, Mathematics, Science. A **course** is a branch of study within a subject. Some **subjects** contain a range of **courses**.

eg Mathematics courses are:

2U Mathematics Standard NB. **(Prelim. course is the same for all students. HSC divides into 2 courses for Year 12**

2U Mathematics

Mathematics Extension 1 (3U)

Mathematics Extension 2 (4U)

Eg Science courses are:

2U Physics

2U Chemistry

2U Biology

2U Investigating Science

**Note:** No more than six units of courses in Science can contribute to Higher School Certificate eligibility.

## **COURSES**

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

### **BOARD DEVELOPED COURSES:**

These courses are developed by the NSW Education Standards Authority (NESA). There is a syllabus for each course, which contains:

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

These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR). If you plan any further studies at a tertiary institution after you leave school, you should make sure you study at least 10 units of these subjects.

### **Australian Tertiary Admission Rank (ATAR)**

To be eligible for an ATAR a student must complete **at least ten units of Board Developed Courses including at least two units of English**. The Board Developed Courses must include at least three courses of two units or greater, and at least four subjects.

If you are a reasonably capable student you need to keep all of your options open. Although you may not be considering a university course now, by the end of Year 12 this may be your preferred option. It is important that you meet the requirements of the ATAR. This is one decision that cannot be

reversed. However, entry to university can be achieved in other ways after Year 12. For example, the University of Newcastle runs the New Step program, as well as mature age entry.

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

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

The **Category B (ICF Framework) courses** offered at FGHS are:

- Construction (240 hours) \*
- Hospitality Operations (240 hours) \*
- Metal and Engineering (240 hours) \*
- Retail Operations (240 hours) \*

***Courses marked with an \* have an optional examination for the HSC. This must be undertaken if you wish this course to contribute to the ATAR.***

Other Category B courses offered include

|                        |      |
|------------------------|------|
| Accounting             | TAFE |
| Electronics Technology | TAFE |
| Tourism                | TAFE |

***Exams are compulsory in these subjects.***

#### **BOARD ENDORSED COURSES:**

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

#### ***Content Endorsed Courses (CECs)***

These have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.

Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses (known as TVET – TAFE VET)

Content Endorsed Courses offered at FGHS include:

|                           |  |
|---------------------------|--|
| Exploring Early Childhood | Photography, Video and Digital Imaging |
| Work Studies              | Computing Applications                 |
| Marine Studies            |  |

#### ***School Designed Courses***

Schools may also design special courses to meet student needs. NESA must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the HSC.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement.

***Board Endorsed Courses do not count in the calculation of the ATAR.***

#### **EXTENSION COURSES:**

Extension courses are available in English, Mathematics, History and some VET courses. To be accepted into an extension course students must **have demonstrated above average ability in prior course work and gained approval from the Head Teacher.**

## **PATTERN OF STUDY**

### **FULL-TIME:**

A full-time student is required to study a **minimum of 12 units in Year 11.**

In Year 12 students must study a minimum of 10 units in total.

### **PART-TIME: Pathways**

Most students complete their HSC studies over two years, however you may take up to five years to complete your HSC course. This **Pathways** option appeals to students with commitments outside school such as sporting representation or part-time employment. Students can opt to move to the Pathways option at any stage during Stage 6. If you are considering Pathways, you need to consult with the Careers Adviser and the Deputy Principal of your year group.

## **HSC REPORT**

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

- **The HSC Testamur** (The official certificate confirming your achievement of all requirements for the award).
- **The Record of Achievement** (This document lists the courses you have studied and reports the marks and bands you have achieved).
- **Course Reports** (For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown).

You will also receive four school reports during the Preliminary and HSC courses. Employers often request to see all four reports.

## **OPTIONS AT FRANCIS GREENWAY HIGH SCHOOL**

Our senior curriculum will operate through three programs. This should ensure that there is a suitable course available for each senior student, helping him or her to improve their chances for employment or further education.

### **OPTION 1: The ATAR HSC Program**

If you plan to apply for tertiary study at a university at the end of Year 12 you should select HSC courses that keep the doors open for entry to a range of tertiary courses. Some universities stipulate that students achieve a certain standard in specified HSC courses. You should check that information with your Careers Advisor now.

**One VET course can count towards an ATAR. You must complete the HSC exam.**

Many students begin Year 11 thinking they are not interested in university, but during Year 12 wish they had kept this ATAR option available to them.

### **OPTION 2: The NON-ATAR HSC Program**

**In addition to the normal range of Board Developed Courses this option offers the following alternatives:**

- (a) VET Courses;
- (b) TAFE Delivered VET Courses;
- (c) Content Endorsed Courses; and
- (d) A Traineeship.

### **OPTION 3: The NON-ATAR Certificate of Attainment Program (Workplace Learning Program)**

This program is designed for students wishing to enter the working world or enrol in a TAFE course following their HSC. Students will not receive an ATAR and may NOT receive a HSC (dependant on courses chosen). Students WILL receive a Certificate of Attainment which will show all the courses studied. The advantages of this option includes the opportunity to gain VET accreditation and valuable workplace learning. This option is designed to enhance the students' employment prospects.

**It is important that this option is clearly discussed at interview or with your Deputy Principal**

## **GENERAL INFORMATION**

### **PRELIMINARY AND HSC COURSES**

Your studies are divided into 2 parts: **Preliminary Course** and **HSC Course**.

Most preliminary courses finish with a yearly examination at the end of Term 3 and students commence their HSC courses at the beginning of Term 4 provided they have satisfactorily completed the preliminary course.

### **UNITS**

All courses offered for the Higher School Certificate have a unit value. Courses may have a value of 1 unit or 2 units. Most courses are 2 unit.

A unit of study comprises 60 hours indicative time (time expected for a student to achieve the objectives and outcomes of course).

In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

### **SATISFACTORY COMPLETION OF A COURSE**

Teaching and learning is the core of our business and students are required to make a serious attempt to participate and achieve in all courses studied. Students who fail to demonstrate satisfactory participation in learning, eg a documented pattern of non satisfactory completion; non serious attempts to meet course outcomes and non compliance with Board of Studies requirements can be expelled from the school. Students can also be given 'N' awards for courses in the Preliminary year and therefore be ineligible to complete the HSC in that course.

## SCHOOL TIMETABLE

All courses offered are organised into a TIMETABLE that is made up of 6 lines.

We do our best to provide students with all of the courses they want but it is not possible to include ALL courses named in the course selection form, and a number of students may have to change some of their choices.

Students wishing to study a course that cannot be offered on our timetable may consider the following options:

- enrol in Distance Education and study in the library and have contact with the teacher through the mail; or
- study this course at another school or at TAFE.

## CAREERS ADVISER

- It is crucial to consult with your Careers Adviser. Many tertiary institutions require minimum standards in specified courses and this may be assumed knowledge or compulsory prerequisites.

## COURSE SELECTION SHEET

Please ensure you complete the following tasks:

- read the Subject Selection booklet carefully;
- consult with your parents, teachers and careers adviser,
- attend the subject selection interview and make your initial selections by the date advised, and
- re-select your subjects based on the subject lines constructed from initial choices.

## A commonly asked question relating to pattern of study requirements

**Q Will students who undertake a Preliminary Extension in either English or Mathematics in Year 11 need to undertake 13 units of Preliminary courses?**

**A** Not necessarily. Students undertaking a Preliminary Extension course in either English or Mathematics have the option of taking an additional 1 or 2 unit course to make up the required number of units for the Preliminary pattern of study.

**NOTE:** A textbook bond of \$70 is payable by all senior students to cover purchase and maintenance of current texts. At the conclusion of studies and return of all textbooks a refund of \$45 is available.

| <b>Monday 2nd July</b>    |                   |          |                      |             |                 |             |                  |           |
|---------------------------|-------------------|----------|----------------------|-------------|-----------------|-------------|------------------|-----------|
|                           | <b>Ms Edwards</b> |          | <b>Mr Brownsmith</b> |             | <b>Ms Usher</b> |             | <b>Ms Conway</b> |           |
| <b>8.45</b>               | ANDERSON          | Lachlan  | BRADY                | Pheobe      |                 |             | CUMMINGS         | Domanik   |
| <b>9.05</b>               | ANSON             | Jordan   | BRECKELL             | Brae        |                 |             | DAVIDSON         | Evan      |
| <b>9.25</b>               | AULD              | Clayton  | BROWN                | Caleb       |                 |             | DAVIES           | Daniel    |
| <b>9.45</b>               | AUSTIN            | Kyiesha  | BROWN                | Denby       |                 |             | DAVIES           | Kirra     |
| <b>10.05</b>              | BAILEY            | Katalina | BRUNNER              | Kane        |                 |             | DENMEAD          | Melika    |
| <b>10.25</b>              | BALL              | Noah     | BURNS                | Jasmine     |                 |             | DOWLING          | Shay-Lee  |
| <b>Recess</b>             |                   |          |                      |             |                 |             |                  |           |
| <b>11.15</b>              | BARNES            | Camero   | BUTLER               | Emilee      |                 |             |                  |           |
| <b>11.35</b>              | BARR              | Lucas    | BYRNES               | Jordan      |                 |             | EVANS            | Dylan     |
| <b>11.55</b>              | BATTERSBY         | Mitchell | CAMPBELL             | Dylan       |                 |             | FAIRHURST        | Zoe       |
| <b>12.15</b>              | BEATTIE           | Temeeek  | CARROLL              | Bailey      |                 |             | FOLPP            | Sierra    |
| <b>12.35</b>              | BENDER            | Charlie  | CHAMBERLAIN          | Tylah       |                 |             | FOSTER           | Stephanie |
| <b>12.55</b>              | BETHAM            | Tamiah   | COLE                 | Hunter      |                 |             | FULHAM           | Journey   |
| <b>1.15</b>               | BETTLEY           | James    | COTTON               | Christopher |                 |             | GAMBLE           | Sharnee   |
| <b>Lunch</b>              |                   |          |                      |             |                 |             |                  |           |
| <b>1.45</b>               | BEVAN             | Emily    | CRAWFORD             | Tyler       |                 |             | GARDINER         | Chloe     |
| <b>2.05</b>               | BLACK             | Ethan    | BLACK                | Sarah       |                 |             | GILES            | Cain      |
| <b>2.25</b>               |                   |          |                      |             |                 |             | GILES            | Hayley    |
| <b>Tuesday 3rd July</b>   |                   |          |                      |             |                 |             |                  |           |
|                           | <b>Ms Edwards</b> |          | <b>Mr Brownsmith</b> |             | <b>Ms Usher</b> |             | <b>Ms Conway</b> |           |
| <b>8.45</b>               | GEAR              | Kaitlyn  | JANSE VAN RIE        | Anica       | MATHER          | Noah        | RAE              | Marley    |
| <b>9.05</b>               | GOULD             | Braedyn  | JONES                | JJ          | MCKENZIE        | Liam        | RICE             | Chloe     |
| <b>9.25</b>               | GRAHAM            | Lily     | LANDER               | Geordan     | MCCLENNAN       | Lochlan     | ROBSON           | Ashley    |
| <b>9.45</b>               | GRAINGER          | Kaitlyn  | LAWRENCE             | Luke        | MILNE           | Kyra        | RUDD-FURBER      | Jemma     |
| <b>10.05</b>              | HADFIELD          | Georgia  | LAWRENCE             | Stacey      | MORRISON        | Alexis      | SALMOND          | Cheyenne  |
| <b>10.25</b>              | HALL              | Jasmine  | LEAO                 | Anna-Maria  | MULLEE          | Brodie      | SHEDDEN          | Olivia    |
| <b>Recess</b>             |                   |          |                      |             |                 |             |                  |           |
| <b>11.15</b>              | HEALEY            | Jackson  | LEGGE                | Charlie     | NEAN            | Akiera      | SHELTON          | Ella      |
| <b>11.35</b>              | HENDERSON         | Lachlan  | LIDDELL              | Ryan        | O'BRIEN         | Tia         |                  |           |
| <b>11.55</b>              | HOPTON            | Trinity  | LLOYD                | Brodie      | O'CONNOR        | Jasmine     | SHEPHERD         | Bradley   |
| <b>12.15</b>              | HORNE             | Jayden   | LOOSEMOI             | Jessica     | PALMER          | Sarah       | SKELLY           | Jack      |
| <b>12.35</b>              |                   |          |                      |             | PARKER          | Marley      | SMITH            | Sean      |
| <b>12.55</b>              |                   |          | MAHER                | Dustion     | PARKES          | Corey       | SPARKS           | Joshua    |
| <b>1.15</b>               | HUNT              | Daniel   | MARR                 | Tarniesh    | PAYNE           | Harry       | STAMFORD         | Corey     |
| <b>Lunch</b>              |                   |          |                      |             |                 |             |                  |           |
| <b>1.45</b>               | INGRAM            | Sarah    | MARTIN               | Liam        | PEARSON         | Cassie      | STEPHENSON       | Nick      |
| <b>2.05</b>               | JACKA             | Reece    | MATE                 | Janet       | PRIOR           | Daniel      | TAYLOR           | Joshua    |
| <b>2.25</b>               | JACKSON-CAMP      | Tia      | MATE                 | Sarah       | PRYOR           | Jack        |                  |           |
| <b>Wednesday 4th July</b> |                   |          |                      |             |                 |             |                  |           |
|                           | <b>Ms Edwards</b> |          | <b>Mr Brownsmith</b> |             | <b>Ms Usher</b> |             | <b>Ms Conway</b> |           |
| <b>8.45</b>               |                   |          | WORTH                | James       | WARD            | Tagla       | WESTON           | Esther    |
| <b>9.05</b>               | TRIGG             | Nikeeta  | ZIRKZEE              | Faith       | WATSON          | Brittany    | WHITE            | Thomas    |
| <b>9.25</b>               | VAHA'I            | Sione    | BLAKE                | Shaylee     | WATT            | Amellia-Ros | WILSON           | Sasha     |
| <b>9.45</b>               | VARDY             | Paul     | COOPER               | Jake        | WAY             | Caitlin     | WOODARD          | Jasmyne   |
| <b>10.05</b>              | WALK              | Nicola   | PALMER               | Sarah       | WELLS           | Natalie     | WOODS            | Kaitlin   |
| <b>10.25</b>              |                   |          |                      |             | WELLS           | Phoenix     | WOOLVERIDGE      | Brianna   |
| <b>Recess</b>             |                   |          |                      |             |                 |             |                  |           |
| <b>11.15</b>              |                   |          |                      |             |                 |             |                  |           |
| <b>11.35</b>              |                   |          |                      |             |                 |             |                  |           |
| <b>11.55</b>              |                   |          |                      |             |                 |             |                  |           |



Category A  
Subject  
Information  
(Board Developed Courses)

# Course: English (Advanced)

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** English (Standard); English (Studies); English (ESL)

## Course Description

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

## Main Topics Covered

### Preliminary Course –

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

### HSC Course –

Common Module: Texts and Human Experiences (30 hours)  
Module A: Textual Conversations (30 hours)  
Module B: Critical Study of Literature (30 hours)  
Module C: The Craft of Writing (30 hours)

## Particular Course Requirements

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

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts – including Shakespeare
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspective
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

# Course: English (Standard)

2 units for each of Preliminary and HSC  
Board Developed Course

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

## Course Description

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

## Main Topics Covered

Preliminary Course:

### Year 11 Course Content

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

### HSC Course

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

## Particular Course Requirements

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

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

# Course: English Studies

2 units for each of Preliminary and HSC years

## **(Content Endorsed Course)**

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

### **Course Entry Guidelines**

This course is designed to meet the specific needs of students who are seeking an alternative to the English (Standard) course and who intend to proceed from school directly into employment or vocational training. Students considering choosing the course should be advised that:

*English Studies* is a Stage 6 Content Endorsed Course with an **optional** HSC examination

- Satisfactory completion of *English Studies* will fulfil English pattern-of-study requirements for the Higher School Certificate. *English Studies* will also count towards the six units of Board Developed Courses required for the award of the Higher School Certificate.
- If students complete the optional HSC examination as well as all other course requirements they will be eligible for the calculation of an Australian Tertiary Admission rank (ATAR). However, students who wish to go on to tertiary education should choose Standard or Advanced English as the skills taught in these courses are more suited to further education.

### **Course Description**

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

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

### **Main Topics Covered**

#### **Year 11 Course Content**

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

#### **HSC Course Content**

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

### **Particular Course Requirements**

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

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts

# Course: Extension 1

1 unit for each of Preliminary and HSC  
Board Developed Course

## Course Entry Guidelines

To qualify for this course, students must be enrolled in Advanced English.

## Course Description

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

## Main Topics Covered

### Year 11 Course Content

Module: Texts, Culture and Value (40 hours)  
Related research project (20 hours)

### HSC Course Content

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

## Particular Course Requirements

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

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

# Course: Extension 2

1 unit for HSC only  
Board Developed Course

## Course Entry Guidelines

To qualify for this course, students must be enrolled in Advanced English and Extension 1.

## Course Description

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

## Main Topics Covered

### HSC Course Content

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

## Particular Course Requirements

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

# Course: Aboriginal Studies

**Course No:** 15000

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

## Course Description

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

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

## Main Topics Covered

### Preliminary Course

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

### HSC Course

- **Part I – Social Justice and Human Rights Issues (50%)**
  - **A Global Perspective (20%)**  
Global understanding of human rights and social justice

**AND**

- **B Comparative Study (30%)**

A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence

- **Part II – Case Study of an Aboriginal community for each topic (20%)**

- **A Aboriginality and the Land** – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses

**OR**

- **B Heritage and Identity** – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses

- **Part III – Research and Inquiry Methods – Major Project (30%)**

Choice of project topic based on student interest.

### **Particular Course Requirements**

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

# Course: HSC Ancient History

## Course No:

- 11020 Year 11 Ancient History
- 15020 Year 12 Ancient History.

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

Board Developed Course.

## Exclusions: Nil

## Course Description

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

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

## Content

### Year 11

The Year 11 course comprises three sections.

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

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

### Year 12

The Year 12 course comprises four sections.

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

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



## Course Requirements

### **Year 11**

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

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

### **Year 12**

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

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

# Course: Biology

2 units for each Year 11 and Year 12

Board Developed Course

## Course Description

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

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

## Topics Covered

### Year 11 Course

#### Core Modules

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics
- Depth Study (15 hours)

### Year 12 Course

#### Core Modules

- Heredity
- Genetic Change
- Infectious Disease
- Non Infectious Disease
- Depth Study (15 hours)

## Particular Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and year 12 course and must occupy a minimum of 35 hours of course time for each year, including time allocated to practical investigations in depth studies.

Practical investigations include:

- Undertaking laboratory experiments, including the use of appropriate digital technologies
- Fieldwork. One fieldwork exercise must be completed in Year 11.

Secondary-sourced investigations include:

- Locating and accessing a wide range of secondary data and/or information
- Using and reorganising secondary data and/or information.

# Course: Business Studies

**Course No:** 15040

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

## Course Description

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

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

## Preliminary Course

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

## HSC Course

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

# Course: Chemistry

2 units for each of Year 11 and Year 12

Board Developed Course

## Course Description

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

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena. Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

## Topics Covered

### Year 11 Course

#### Core Modules

- Properties and Structure of Matter
- Introduction of Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions
- Depth Study (15 hours)

### Year 12 Course

#### Core Modules

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas
- Depth Study (15 hours)

## Particular Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time for each year, including time allocated to practical investigations in depth studies.

Practical investigations include:

- Undertaking laboratory experiments, including the use of appropriate digital technologies
- Fieldwork.

Secondary-sourced investigations include:

- Locating and accessing a wide range of secondary data and/or information
- Using and reorganising secondary data and/or information

# Course: Community and Family Studies

**Course No:** 15060

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

## Course Description

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

## Main Topics Covered

### Preliminary Course

- **Resource Management** Basic concepts of the resource management process (approximately 20% of course time).
- **Individuals and Groups** The individual's roles, relationships and tasks within groups (approximately 40% of course time).
- **Families and Communities** Family structures and functions and the interaction between family and community (approximately 40% of course time).

### HSC Course

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

### HSC Option Modules

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

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

## Particular Course Requirements

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

# Course: Drama

**Course No:** 15090

2 units for each of Preliminary and HSC

Board Developed Course

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

## Course Description

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

### Preliminary Course

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

### HSC Course

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

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

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

## Main Topics Covered

### Preliminary Course

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

### HSC Course

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

## Particular Course Requirements

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

# Course: Food Technology

**Course No:** 15180

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

## Course Description

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

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

## Main Topics Covered

### Preliminary Course

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

### HSC Course

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

## Particular Course Requirements

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. 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.

# Course: Industrial Technology

**Course No:** 15200

2 units for each of Preliminary and HSC

Board Developed Course

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

## Course Description

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

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

## Main Topics Covered

### Preliminary Course

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

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

### HSC Course

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

- Industry Study (15%)
- Major Project (60%)
  - Design, Management and Communication
  - Production
- Industry Related Manufacturing Technology (25%)

## Particular Course Requirements

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

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



# Course: Information Processes and Technology

**Course No:** 15210

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Computing Applications CEC

## Course Description

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

## Main Topics Covered

### Preliminary Course

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

### HSC Course

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

## Particular Course Requirements

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.

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

# Course: Investigating Science

2 units for each of Preliminary and HSC

Board Developed Course

## Course Description

The *Investigating Science Stage 6 Syllabus* is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. This course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

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

## Topics Covered

### Year 11 Course

#### Core Modules

- Cause and Effect Observing
- Cause and Effect – Inference and Generalisations
- Scientific Models
- Theories and Laws
- Depth Study (30 hours)

### Year 12 Course

#### Core Modules

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society
- Depth Study (30 hours)

## Particular Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time for each year, including time allocated to practical investigations in depth studies.

Practical investigations include:

- Undertaking laboratory experiments, including the use of appropriate digital technologies
- Fieldwork.

Secondary-sourced investigations include:

- Locating and accessing a wide range of secondary data and/or information
- Using and reorganising secondary data and/or information

# Course: Japanese Beginners

**Course No:** 15820

2 units for each of Preliminary and HSC

Board Developed Course

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

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

## Course Description

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

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

## Main Topics Covered

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

**Particular Course Requirements:** Nil

# Course: Legal Studies

**Course No:** 15220

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

## Course Description

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

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

## Preliminary Course

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

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

## HSC Course

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

**Two** options are chosen from:

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

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

## Particular Course Requirements

No special requirements

# Course: Mathematics Standard 1

## Course No:

- 11236 Year 11 Mathematics Standard
- 30125 Year 12 Mathematics Standard 1.

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

## Prerequisites:

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

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

## Exclusions:

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

## Course description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).
- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.
- To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 1 in Stage 6:

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

# Course: Mathematics Standard 2

## Course No:

- 11236: Year 11 Mathematics Standard
- 15236 Year 12 Mathematics Standard 2.

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

## Prerequisites:

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

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

## Exclusions:

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

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

## Course description

- 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.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

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

# Course: Mathematics Advanced NEW

## Course No:

- 11255 Year 11 Mathematics Advanced
- 15255 Year 12 Mathematics Advanced.

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

## Prerequisites:

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

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis

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

- Non-linear relationships
- Properties of Geometrical Shapes.

## Exclusions:

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

## Course Description

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

The study of Mathematics Advanced in Stage 6:

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

## Content

The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions.



# Mathematics Extension 1 (Consult with Head Teacher)

## Course No:

- 11250 Year 11 Mathematics Extension
- 15250 Year 12 Mathematics Extension 1.

1 unit Year 11 (Preliminary) Board Developed Course.  
1 unit Year 12 (HSC) Board Developed Course.

## Prerequisites:

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* 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
- Circle Geometry.

## Exclusions:

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

## Course Description

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

The study of Mathematics Extension 1 in Stage 6:

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

## Content

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

# Course: HSC Modern History

## Course No:

- 11270 Year 11 Modern History
- 15270 Year 12 Modern History.

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

Board Developed Course.

**Exclusions:** Nil

## Course Description

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

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

## Content

### Year 11

The Year 11 course comprises three sections.

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

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

### Year 12

The Year 12 course comprises four sections.

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

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

# Course: Music 1

**Course No:** 15290

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Music 2

## Course Description

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

## Main Topics Covered

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

## Particular Course Requirements

### HSC course

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

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

# Course: Personal Development, Health and Physical Education

**Course No:** 15320

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

## Course Description

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

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

## Preliminary Course

**Core Topics** (60%)

- Better Health for Individuals
- The Body in Motion

**Optional Component** (40%)

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

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

## HSC Course

**Core Topics** (60%)

- Health Priorities in Australia
- Factors Affecting Performance

**Optional Component** (40%)

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

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

## Particular Course Requirements

In addition to core studies, students select **two** options in each of the Preliminary and HSC courses.

# Course: Physics

2 units for each of Year 11 and Year 12.

Board Developed Course

## Course Description

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

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

## Topics Covered

### Year 11 Course

#### Core Modules

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism
- Depth Study (15 hours)

### Year 12 Course

#### Core Modules

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom
- Depth Study (15 hours)

## Particular Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time of each year, including time allocated to practical investigations in depth studies.

Practical investigations include:

- Undertaking laboratory experiments, including the use of appropriate digital technologies
- Fieldwork.

Secondary-sourced investigations include:

- Locating and accessing a wide range of secondary data and/or information
- Using and reorganising secondary data and/or information

# Course: Textiles and Design

**Course No:** 15390

2 units for each of Preliminary and HSC

Board Developed Course

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

## Course Description

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

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

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

## Main Topics Covered

### Preliminary Course

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

### HSC Course

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

## Particular Course Requirements

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

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

# Course: Visual Arts

**Course No:** 15400

2 units for each of Preliminary and HSC

Board Developed Course

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

## Course Description

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

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

**Preliminary Course** learning opportunities focus on:

- 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.

**HSC Course** learning opportunities focus on:

- 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.

## Particular Course Requirements

Preliminary Course:

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

HSC Course:

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

Category B  
Subject  
Information  
(Board Developed Courses)



**CPC20211 Certificate II in Construction Pathways (CPC08 release V9.3)  
Statement of Attainment towards CPC20211 Certificate II in Construction Pathways (CPC08 release V9)**

**2018 STAGE 6 COURSE DESCRIPTION – CONSTRUCTION**

|   |                         |                          |                         |
|---|-------------------------|--------------------------|-------------------------|
| This Course is available as   | 2Unit x 1year/120 hours | 2Unit x 2years/240 hours | 4Unit x 1year/240 hours |
| <i>The <b>volume of learning</b> usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i> |                         |                          |                         |
| <i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>  |                         |                          |                         |

|  |  |
|--|--|
| <b>Board Developed Course</b>  | <b>Category B</b> status for Australian Tertiary Admission Rank (ATAR) |
| This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.   |  |
| <b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the construction industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the <a href="#">Australian Apprenticeships Training Information Service</a> |  |

**Course structure:** The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

| <b>Compulsory/Core Units – HSC Examinable</b> |  | <b>Students may study a selection of the following elective units.</b> |  |
|---|--|--|--|
| CPCCCM1012A                                   | Work effectively and sustainably in the construction industry                | CPCCCA2011A  | Handle carpentry materials                                 |
| CPCCCM1013A                                   | Plan and organise work   | CPCCCA2002B  | Use carpentry tools and equipment                          |
| CPCCCM1014A                                   | Conduct workplace communication  | CPCCJN2001A  | Assemble components  |
| CPCCCM1015A                                   | Carry out measurements and calculations                                      | CPCCJN2002B  | Prepare for off-site manufacturing processes               |
| CPCCCM2001A                                   | Read and interpret plans and specifications                                  | CPCCWF2001A  | Handle wall and floor tiling materials                     |
| CPCCOHS2001A                                  | Apply OHS requirements, policies and procedures in the construction industry | CPCCWF2002A  | Use wall and floor tiling tools and equipment              |
| CPCCWHS1001                                   | Work safely in the construction industry                                     | CPCCCM2006B  | Apply basic levelling procedures                           |
| CPCCCM2005B                                   | Use construction tools and equipment   | CPCCBL2001A  | Handle and prepare bricklaying and blocklaying materials   |
|   |  | CPCCBL2002A  | Use bricklaying and blocklaying tools & equipment          |
|   |  | CPCCCO2013A  | Carry out concreting to simple forms                       |
|   |  | CPCCCA2003A  | Erect and dismantle formwork for foots and slabs on ground |

**Course contribution (to be made directly to school):**

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. *If you are unable to make contributions or are experiencing financial difficulty, please contact your school.*

**Refunds:** Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. *Please discuss any matters relating to refunds with your school*

|  |  |
|--|--|
| <p><b>Course specific resources and equipment:</b><br/>Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.<br/><i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p> | <ul style="list-style-type: none"> <li>• <b>Industry regulation states that steel capped leather boots are required</b></li> </ul> |
| <p><b>Exclusions:</b><br/>VET course exclusions can be checked on the NESA website at <a href="http://www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html">www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html</a>.</p>  |  |

|  |
|--|
| <p><b>Assessment and course completion</b></p> <p><b>Competency-based assessment</b><br/>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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.</p> <p><b>Credit Transfer and Recognition of Prior Learning (RPL)</b><br/>Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.</p> <p><b>Mandatory Work Placement</b><br/>Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.</p> <ul style="list-style-type: none"> <li>• 2 Unit x 1 year courses: 35 hours</li> <li>• 2 Unit x 2 years courses: 70 hours</li> <li>• 4 Units x 1 year courses 70 hours</li> <li>• Some Specialisation Courses may require additional work placement</li> </ul> <p><b>Optional HSC examination</b><br/>Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.</p> <p><b>Specialisation studies</b><br/>Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.</p> <p><b>N Determinations</b><br/>Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an ‘N’ award warning (course not satisfactorily completed). Students issued with an ‘N’ award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.</p> <p><b>Appeals</b><br/>Students may lodge appeals against assessment decisions or ‘N’ determinations through their school.</p> <p><b>Qualification changes and updates</b></p> |
|--|

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

**Foundation skills:**

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

**School-based Apprenticeships and Traineeships (SBATs)**

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

***By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).***

**SIT20416 Certificate II in Kitchen Operations**  
**Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations**

**2018 STAGE 6 COURSE DESCRIPTION – KITCHEN OPERATIONS**

|   |                         |                          |                         |
|---|-------------------------|--------------------------|-------------------------|
| This Course is available as   | 2Unit x 1year/120 hours | 2Unit x 2years/240 hours | 4Unit x 1year/240 hours |
| <i>The <b>volume of learning</b> usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i> |                         |                          |                         |
| <i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>  |                         |                          |                         |

|  |  |
|--|--|
| <b>Board Developed Course</b>  | <b>Category B</b> status for Australian Tertiary Admission Rank (ATAR) |
| This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.   |  |
| <b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality & commercial cookery industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the <a href="#">Australian Apprenticeships Training Information Service</a> : |  |

**Course structure:** The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

| <b>Compulsory/Core Units – HSC Examinable</b> |  |   |   |
|---|--|---|---|
| SITHCCC001                                    | Use food preparation equipment                         | SITXFSA002  | Participate in safe food handling practices               |
| SITHCCC005                                    | Prepare dishes using basic methods of cookery          | <b>Students may study a range of elective units including</b> |   |
| SITHCCC011                                    | Use cookery skills effectively                         | BSBSUS201   | Participate in Environmentally sustainable work practices |
| SITHKOP001                                    | Clean kitchen premises and equipment                   | SITHCCC002  | Prepare and present simple dishes                         |
| SITXINV002                                    | Maintain the quality of perishable items               | SITHCCC006  | Prepare vegetable, fruit, egg and farinaceous dishes      |
| BSBWOR203                                     | Work effectively with others                           | SITHCCC006  | Produce appetisers and salads                             |
| SITXFSA001                                    | Use hygienic practices for food safety                 | SITHCCC003  | Prepare sandwiches  |
| SITXWHS001                                    | Participate in safe work practices                     | SITHFAB005  | Prepare and serve espresso coffee                         |
| SITHIND002                                    | Source and use information on the hospitality industry |   |   |

**Course contribution (to be made directly to school):**     **\$(Insert Contribution Amount)**  
 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.  
*If you are unable to make contributions or are experiencing financial difficulty, please contact your school.*  
**Refunds:** Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.  
*Please discuss any matters relating to refunds with your school*

|   |  |
|---|--|
| <b>Course specific resources and equipment:</b><br>Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.<br><i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i> | <b>Industry regulation states that enclosed leather shoes are required</b> |
|---|--|

**Exclusions:** VET course exclusions can be checked on the NESA website at [www.boardofstudies.nsw.edu.au/voc\\_ed/exclusions.html](http://www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html).

## **Assessment and course completion**

### **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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

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

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

### **Mandatory Work Placement**

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

### **Optional HSC examination**

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

### **Specialisation studies**

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

### **N Determinations**

Where a student has not met relevant National Skills Council and the NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

### **Appeals**

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

### **Qualification changes and updates**

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

### **Foundation skills:**

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts

**School-based Apprenticeships and Traineeships (SBATs)**

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

***By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the relevant National Skills Council and the NSW Education Standards Authority (NESA).***

**MEM10105 Certificate I in Engineering (MEM05 release 11.1)**  
**Statement of Attainment towards MEM10105 Certificate I in Engineering (MEM05 release 11.1)**

**2018 STAGE 6 COURSE DESCRIPTION – METAL AND ENGINEERING**

|  |                         |                          |                         |
|--|-------------------------|--------------------------|-------------------------|
| This Course is available as  | 2Unit x 1year/120 hours | 2Unit x 2years/240 hours | 4Unit x 1year/240 hours |
| <p><i>The <b>volume of learning</b> usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i></p> |                         |                          |                         |
| <p><i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i></p>  |                         |                          |                         |

|   |  |
|---|--|
| <b>Board Developed Course</b>   | <b>Category B</b> status for Australian Tertiary Admission Rank (ATAR) |
| <p>This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.</p>   |  |
| <p><b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the engineering and manufacturing industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the <a href="#">Australian Apprenticeships Training Information Service</a>:</p> |  |

| <p><b>Course structure:</b> The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i></p>   |  |   |  |
|--|--|---|--|
| Compulsory/Core Units – HSC Examinable   |  | Possible Elective Units – teacher will advise   |  |
| MEM16007A  | Work with others in a manufacturing, engineering or related environment    | MEM03003B   | Perform sheet and plate assembly           |
| MEM12023A  | Perform engineering measurements   | MEM05004C   | Perform routine oxy acetylene welding      |
| MEM13014A  | Apply principles of occupational health and safety in the work environment | MEM05003B   | Perform Soft Soldering                     |
| MEM12024A  | Perform computations   | MEM03001B   | Perform manual production assembly         |
| MEM14004A  | Plan to undertake a routine task   | MEM05007C   | Perform manual heating and thermal cutting |
| MEM15002A  | Apply quality systems  | MEM05012C   | Perform routine manual metal arc welding   |
| MEM15024A  | Apply quality procedures   | MEM07023B   | Use workshop machines for basic operations |
| MEM18001C  | Use hand tools   |   |  |
| MEM18002B  | Use power tools/hand held operations                                       |   |  |
| <p>Students will also complete additional HSC content to fulfil the NSW NESA syllabus/examinable requirements for this course</p>  |  |   |  |
| <p><b>Course contribution (to be made directly to school):</b>     <b>\$(Insert Contribution Amount)</b><br/>           Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.<br/> <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i></p> |  |   |  |
| <p><b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.<br/> <i>Please discuss any matters relating to refunds with your school</i></p>  |  |   |  |
| <p><b>Course specific resources and equipment:</b><br/>           Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.<br/> <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>     |  | <p><b>Industry regulation states that steel capped leather boots are required</b></p> |  |

**Exclusions:**

VET course exclusions can be checked on the NESA website at [www.boardofstudies.nsw.edu.au/voc\\_ed/exclusions.html](http://www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html).

**Enrolment in a Certificate I Engineering excludes you from studying Industrial Technology - Metals and Engineering focus area.**

**Assessment and course completion****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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

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

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

**Mandatory Work Placement**

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

**Optional HSC examination**

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

**Specialisation studies**

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

**N Determinations**

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

**Appeals**

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

**Qualification changes and updates**

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

**Employability skills:**

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au/>



**School-based Apprenticeships and Traineeships (SBATs)**

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

**SIR30216– Retail Services Training Package (Release 2.0)**  
**Certificate III in Retail or statement of Attainment**  
**2018 STAGE 6 COURSE DESCRIPTION – RETAIL SERVICES**

|   |                    |                    |                    |
|---|--------------------|--------------------|--------------------|
| This Course is available as   | 2U x 1 yr 120 Hour | 2U x 2 yr 240 Hour | 4U x 1 yr 240 hour |
| <i>The <b>volume of learning</b> usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i> |                    |                    |                    |
| <i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>  |                    |                    |                    |

|  |  |
|--|--|
| <b>Board Developed Course</b>  | <b>Category B</b> status for Australian Tertiary Admission Rank (ATAR) |
| This course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.   |  |
| <b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the retail services and customer service industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the <a href="#">Australian Apprenticeships Training Information Service</a> : |  |

| <b>Course structure:</b> The course structure will be based on SIR30216   |   |  |   |
|---|---|--|---|
| Compulsory/Core Units   |   | HSC Examinable*  | Elective Units                              |
|   | Units of competency                       |  |   |
| SIRXCEG001  | Engage the Customer                       | SIRRINV001   | Receive and handle retail stock             |
| SIRXCEG002  | Assist with customer difficulties         | SIRXSLS002   | Follow point-of-sale handling procedures    |
| SIRXCEG003  | Build customer relationships and loyalty  | SIRRMER001   | Produce visual merchandise displays         |
| SIRXCOM002  | Work effectively in a team                | SIRXPDK001   | Advise on products and services             |
| SIRXIND001  | Work effectively in a service environment | SIRRRTF001   | Balance and secure point-of-sale terminal   |
| SIRXRSK001  | Identify and respond to security risks    | SIRXIND002   | Organise and maintain the store environment |
| SIRXSLS001  | Sell to the retail customer               |  |   |
| SIRXWHS002  | Contribute to workplace health and safety |  |   |
| <b>Course contribution (to be made directly to school):</b> <b>[\$Insert Contribution Amount]</b><br>Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.<br><i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> |   |  |   |
| <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.<br><i>Please discuss any matters relating to refunds with your school</i>  |   |  |   |
| <b>Course specific resources and equipment:</b><br>Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.<br><i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i> |   | <ul style="list-style-type: none"> <li><b>[Insert any school specific requirements and equipment]</b></li> </ul> |   |

**Exclusions:**

VET course exclusions can be checked on the NESA website at [www.boardofstudies.nsw.edu.au/voc\\_ed/exclusions.html](http://www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html).

**Assessment and course completion****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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

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

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

**Mandatory Work Placement**

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

**Optional HSC examination**

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

**Specialisation studies**

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

**N Determinations**

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

**Appeals**

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

**Qualification changes and updates**

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

**Foundation Skills**

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

**School-based Apprenticeships and Traineeships (SBATs)**

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

***By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).***

## **FREQUENTLY ASKED QUESTIONS**

### **What does VET mean?**

VET means Vocational Education and Training. VET courses are available at Stage 5 and at Stage 6 - Higher School Certificate (HSC) for students which allows the student to gain an HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

### **What is the difference between VET courses and other HSC courses?**

- VET courses can deliver dual accreditation, meaning a VET course can give an Australian Qualification Framework (AQF) qualification in addition to units of study counting towards the HSC.
- Learning and assessment focuses on skills and is *competency based*.
- In some VET courses work placement is compulsory

### **What is reported on the HSC?**

All VET courses are recorded on the HSC. As well, an HSC student receives either an Australian Qualification Framework (AQF) credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. Units of competencies are reported to the Board of Studies, Teaching & Educational Standards.

### **What are competencies?**

A student is assessed for competency against standards set by industry for skill performance. Being assessed as competent means a student has reached a pre-defined minimum level of work performance in an industry skill area.

### **Do VET courses count towards the Australian Tertiary Admissions Rank (ATAR)?**

**VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF), are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards a ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.**

### **What is the Australian Quality Framework (AQF)?**

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Tamworth 90162 is currently delivering Vocational Education and Training in 118 schools.

### **What are Australian Qualification Framework (AQF) qualifications?**

VET qualifications are expressed as AQF levels. They are recognised Australia wide. Students may gain an AQF credential at either Certificate I or II and in some instances either part or all of Certificate III depending on the VET course they study and the units of competency they achieve.

## **What are Industry Curriculum Frameworks?**

The Board of Studies, Teaching & Educational Standards has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course. ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

### **What is the difference between an Industry Curriculum Framework (ICF) course and a VET Board Endorsed Course (VET BEC)?**

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study. However a Board Endorsed Course (VET BEC) does not contribute to the ATAR

## **What are Specialisation Courses?**

Specialisation courses are 1 unit or 2 unit extensions added to the 240 hour (2 unit x two years) course. Specialisation courses build upon the normal ICF course and deliver more training towards AQF levels. They may be selected during the HSC year. These units do not count towards the ATAR but do count towards the HSC.

## **Why is work placement compulsory in some VET courses?**

Industry says workplace learning greatly enhances classroom training. Work placement in a 240-hour course is 70 hours (usually done as two one-week blocks, one week during the Preliminary course and one week during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements.

## **Who delivers VET to students?**

VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course.

## **What is RPL?**

Recognition of Prior Learning (RPL) allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of formal training, work experience, life experience and part-time work. The relevant VET Coordinator at your school holds application forms.

## **What is Credit Transfer?**

Credit Transfer (CT) allows students to seek recognition of their skills and knowledge gained as a result of previous achievement of units of competency and/or a qualification. The relevant VET Coordinator at your school holds application forms.

### **How do employability skills relate to VET courses?**

Employability Skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions". The eight Employability Skills are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

All AQF Credentials or Statements of Attainment achieved by students provide an Employability Skills Summary that lists the elements of each skill that have been identified for the qualification.

**STUDY IN A VET ICF COURSE MAY GIVE A STUDENT ACCESS TO THE HSC  
AND AN AQF CREDENTIAL, WORKPLACE LEARNING AND AN ATAR.**

Board Endorsed/  
Content Endorsed  
Courses  
(NON -ATAR)

## Course: Exploring Early Childhood

Content Endorsed Course

**Exclusions:** Nil

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

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

The study of this course will enable students to:

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

## Course: Marine Studies

Content Endorsed Course

**Exclusions:** Nil

The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.

The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty first-century.

Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students' acquire skills to solve real life problems.

Through Marine Studies students will develop:

- knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- knowledge, understanding and skills in safe practices in the marine context.

# Course: Photography, Video and Digital Imaging

Content Endorsed Course

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

## Course Description

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

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

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

## Main Topics Covered

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

- Wet Photography
- Video
- Digital Imaging.

Modules include:

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

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

## Particular Course Requirements

Students are required to keep a diary throughout the course.



# Course: Sport, Lifestyle and Recreation Studies

Content Endorsed Course

**Exclusions:** Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules. Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

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

Through the course students will develop:

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

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

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

# Course: Work Studies

Content Endorsed Course

**Exclusions:** Nil

## Structure of the course

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

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

Core - My Working Life

Modules - There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.

## Nature of the course

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

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

The Work Studies course will assist students to:

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