

# MURRAY HIGH SCHOOL

**THE HIGHER SCHOOL CERTIFICATE**  
**Year 11 COURSE 2022**  
**Year 12 COURSE 2023**



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# Murray High School

## Year 11/12 Course Guidebook 2022/2023

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# THE HSC

The HSC is the highest educational award you can achieve in NSW schools.

It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualification, vocational training or employment.

The HSC is conducted and controlled by the NSW Education Standards Authority.

It is essential that parents and students are aware of the requirements for the award of the HSC. Do not rely upon previous experiences or knowledge of past HSC examinations. This booklet contains the essential information regarding the HSC as offered at Murray High School.

We will not be holding an information evening this year due to the Covid-19 Pandemic.

**Information on subjects offered at Murray High School can be viewed at the link below.**

<https://sway.office.com/59m5A2KJG6jBmj4B?ref=Link>



# TYPES OF COURSES

## **1 UNIT COURSES**

Courses studied for 3 periods a week and marked out of 50

## **2 UNIT COURSES**

Courses studied for 6 periods a week and marked out of 100

## **EXTENSION COURSES**

Only available in English and Mathematics in the Preliminary course. A range of other extension courses are available in some subjects in the HSC course.

## **BOARD DEVELOPED COURSES**

Courses of study with a syllabus developed by the NSW Education Standards Authority. They are examined at the Higher School Certificate examinations and include some Board Developed VET courses. An assessment mark and an examination mark are awarded, the average of which determines the HSC mark. This mark may also be used by the Universities to contribute towards the Australian Tertiary Admission Rank (ATAR).

## **BOARD ENDORSED COURSES (BEC)**

Courses approved by the NSW Education Standards Authority which are administered by Murray High School or the TAFE. Assessment and examinations are conducted within the school. A limited number of units in these courses can count towards an HSC. These courses will not contribute to the ATAR.

## **CONTENT ENDORSED COURSES (CEC)**

Content-endorsed courses (CECs) are developed by the NSW Education Standards Authority to cater for a wide range of students in areas that are not served by Board-developed courses. Students receive documentation that report the competencies that they have achieved and an AQF VET Certificate or Statement of Attainment.

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

2 Unit courses of study offered by the school or TAFE College that lead to the award of the Higher School Certificate. These courses may have an HSC examination option which could enable 2 units of study to contribute to the ATAR. Students will receive accreditation from TAFE and are eligible to progress to higher level TAFE courses with advanced standing

## **TAFE-DELIVERED VET BOARD ENDORSED COURSES**

A course studied at Riverina TAFE, Albury. The course may provide advanced standing for other TAFE courses. As with school delivered BEC, a limited number of these may count toward an HSC. Assessment is conducted by the TAFE, and as in the case of all BEC courses, the mark will not contribute to the ATAR.

In 2021, Year 11 students will commence study for either:

- The Higher School Certificate (with ATAR)
- The Higher School Certificate (without ATAR)

# REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

You must have satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority for the award of the Higher School Certificate. This includes the completion of the work placement, practical, oral or project works required for specific courses and the assessment requirements for each course.

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

You must study a minimum of 12 units in the Year 11 course and a minimum of 10 units in the Year 12 course. Both the Year 11 course and the Year 12 course must include the following:

At least 6 units from Board Developed courses including at least 2 units of a Board Developed course in English

At least three courses of 2 units value or greater

At least four subjects

At most, 7 units of courses in Science can contribute to Higher School Certificate eligibility.

The NSW Education Standards Authority publication 'Studying for the New South Wales Higher School Certificate - An Information Booklet for Year 10 Students' contains all the HSC rules and requirements you will need to know.

# MINIMUM STANDARD ONLINE TESTS

Students who are sitting HSC exams in or after 2022 must sit online reading, writing and numeracy tests when they are ready in Year 10, 11 or 12 or even after the HSC, to receive their HSC.

Students planning to leave school before completing their HSC are also able to take these tests to show their level of literacy and numeracy skills.

What will the online tests involve?

**Minimum Standard Reading Test** – 45 multiple choice questions.

**Minimum Standard Numeracy Test** – 45 multiple choice questions.

**Minimum Standard Writing Test** – one question based on a visual or text prompt with up to a 500 word-response

## ***When do you sit the tests?***

Students will have two opportunities each year in Years 10, 11 or 12 to pass any tests needed. They will also be available for a few years after they leave school.

As students master basic skills at different stages students can decide, with their teacher on the best time for them to complete the tests. All tests do not need to be completed at the same time. Once a test has been passed, students do not need to sit it again

## ***What if students do not pass the tests by Year 12?***

Students will have many opportunities to meet the HSC minimum standard, even after they finish Year 12. But it is important to note:

- Students have five years from the year they start their first HSC course to meet the HSC minimum standard. Tests can be completed after they leave school.
- Students will be able to sit their HSC exams and receive their HSC results regardless of whether they attain the HSC minimum standard. However, without the minimum standard, they will not receive the Higher School Certificate.
- Students who do not meet the HSC minimum standard will receive a Record of School Achievement (RoSA) which contains a student's record of academic achievement up until the date they leave school.
- The HSC is not required to receive an Australian Tertiary Admission Rank (ATAR). This means students who don't meet the HSC minimum standard will still be able to apply to university, provided they meet all other ATAR requirements.
- Students who leave school prior to Year 12 can choose to sit the minimum standard online

## ***Students who leave school before completing their HSC***

Students planning to leave school before achieving their HSC may take the minimum standard online tests to gain a record of their level of literacy and numeracy skills.

NESA recommends that these students sit for the tests as close as possible to the date that they are leaving school.

If a student sits for the tests in anticipation of leaving school for work or further training, and they return to school for further study later may re-sit the tests.

# REQUIREMENTS FOR AN ATAR

To gain entrance to university at the completion of the HSC course students will need an Australian Tertiary Admission Rank (ATAR). The ATAR is a separate index calculated by the universities.

The ATAR is calculated using 2 units of English and the next best 8 units studied. These units must be chosen from Board Developed courses.

Some particular courses at University may also require students to study specific courses for the Higher School Certificate

**Category A** are accepted by the Universities as suitable for students who want to go on to tertiary studies.

**Category B** include the English Studies and Mathematics Standard 1 and vocational subjects (Construction, Hospitality etc). The Universities allow ONE Category B subject to be used in the calculation of the ATAR. Students must sit the optional HSC Exam for a category B course to be included in the ATAR calculation.

**Note:** Only one Category B subject can be counted as part of the ten units used for ATAR calculation. If a student selects English Studies, they cannot have any other Category B subject as part of the ten units, as English is compulsorily included in the ATAR calculation.

# HOW TO CHOOSE YOUR YEAR 11 SUBJECTS

To use this Course Information Booklet successfully, students should use the following steps as a checklist:

- What you are good at?
- What are you interested in?
- What you think you might want to do when you leave school?
- Discuss possible career paths with your parents.
- Identify your career requirements with the Careers Adviser.
- Read this book carefully.
- Choose the subjects needed to satisfy your needs/interests.
- Check that your choices satisfy the HSC requirements found in the next section.
- Use all the experts (Year Adviser, Deputy Principals and Head Teachers, Teachers) around you to ensure you have chosen the appropriate subjects and the correct level.
- Be prepared to change your choices at this stage if your goals are unrealistic due to your study commitments, time availability or other reasons.



# ONLINE SUBJECT SELECTION

Students will receive an email with a link to the subject selection page in their school email account. This email will contain an individual Web Code that will need to be entered to log in to the site.

If the email does not arrive:

1. Check your 'junk' or 'spam' filter folder in your email system.
2. Contact the school office.
3. Students can see Mr Brownlaw or Mr Obbink for assistance.

Once logged in, follow the onscreen instructions.

1. Log into <https://spring.edval.education>
2. Enter the Web Code
3. Hover over "YEAR 11 ELECTIVES 2021" and click the button "Click Here"
4. Start by choosing an English course from the drop-down list.
5. Select your other course choices in order of preference.

Important Notes

- **Courses are allocated in ordered of preference – place your most desired course in "Preference 1".**
- **TAFE, Extension English and Extension Maths are optional – Leave blank if not needed.**
- **You will also need to choose 3 reserve courses in case any of you first preferences do not run.**

## Subject Selection Key

	Murray High School – Board Developed Course
	Murray High School – Board Endorsed or Content Endorsed Course
	Course at James Fallon High School
	Course at Albury High School

**Time Rating:** is an indicator of how much time a student will need to put into completing the course. A higher rating indicates that students will be expected to spend more time outside of school completing the course content.

0 Less Time, 3 More Time

**Difficulty Rating:** is an indicator of level of difficulty for the course content. Students should use the rating to help determine the rigour of the subject choices.

0 Less Time, 3 More Time

# COURSES OFFERED

Murray High School offers a wide range of courses. Listed below are those courses to be offered for Year 11 students in 2022. It should be noted that courses listed in this booklet may not run if there are insufficient student numbers to form a class.

<b>English</b>	<b>Mathematics</b>
English Studies English Standard English Advanced English Extension English Extension 2	Mathematics Numeracy Mathematics Standard 1 Mathematics Standard 2 Mathematics Advanced Mathematics Extension 1 Mathematics Extension 2
<b>Science</b>	<b>Humanities</b>
Agriculture Biology Chemistry Earth and Environmental Science Investigating Science Physics Science Extension	Work Studies Aboriginal Studies Business Studies Economics Geography Legal Studies Society and Culture Ancient History Modern History History Extension
<b>Computing</b>	<b>Technology &amp; Applied Studies</b>
Computing Applications Software Design & Development	Food Technology Textile and Design Industrial Technology - Timber Products & Furniture Technologies
<b>Personal Development</b>	<b>Creative &amp; Performing Arts</b>
Exploring Early Childhood Community and Family Studies Sport, Lifestyle & Recreation Personal Development, Health & Physical Education	Dance Drama Music 1 Photography, Video & Digital Imaging Visual Design Visual Arts

<b>Vet Courses</b>	
Construction	Certificate II in Construction Pathways
Hospitality	Certificate II in Kitchen Operations

# English

## WHICH ENGLISH COURSE IS RIGHT FOR ME?

This sheet is designed to help you start thinking about which English course you would like to select for years 11 and 12. Take it home and discuss your options with your parents. Remember, you have 3 choices in English for years 11 and 12. You can choose English Advanced, with the option of Extension 1 in the Preliminary year and Extension 1 and Extension 2 in the HSC year. Or, you can choose English Standard or English Studies, depending on whether or not you are planning on obtaining an ATAR.

Don't forget, English is compulsory for the HSC. If you elect to receive an ATAR, your English result will be counted, regardless of your marks. It is important to understand that there is no easy option in English courses. All courses require regular homework and independent research. If you don't wish to receive an ATAR, you have the option of completing English Studies, and do not have to complete an HSC examination.

Consider the following and tick the appropriate boxes. Be honest with yourself. Two years is a long time to spend in the wrong course. Don't make a rushed decision and don't choose the option your friends are choosing. Choose the best course for you.

### SHOULD I DO ENGLISH STUDIES?

- I am very good at other subjects, but I would not put English in my top 3 subjects
- I would prefer to devote my time and effort more to other subjects and complete an English course with reasonable expectations on my time
- I understand that students who complete English Studies can elect not to obtain an ATAR and can elect not to do the final HSC examination. This option works for me as I am not considering the possibility of going to university
- I understand that English Studies is NOT an easy course or a class for low ability students
- I have vocational aspirations – I know what I want to do when I leave school and it does not involve going to university

### SHOULD I DO ENGLISH STANDARD?

- I have performed satisfactorily in Year 10 English
- I am planning to go to university OR I might decide to go to university, I'm not sure
- I am not that keen on Shakespeare, I prefer more modern texts
- I need assistance in developing my extended writing
- I know that speaking tasks are compulsory in senior English
- I am prepared for homework and independent study

### **SHOULD I DO ENGLISH ADVANCED?**

- I have a love of English
- I am absolutely, definitely, aiming to go to university straight from school
- My Year 10 English teacher believes that I can cope with the demands of this course
- Shakespeare is compulsory! Yippee!
- I am a skilled writer who is willing to devote time to develop this skill further
- I am a confident speaker who enjoys the challenge of public speaking
- I like to think critically and express my individual ideas
- I am a keen reader, read widely across genres, and enjoy the classics
- I am motivated and organised and understand I am going to have to complete homework and independent research regularly
- I would like to do Extension 1 and/or Extension 2

### **SHOULD I DO ENGLISH EXTENSION?**

- I have selected Advanced English
- I am a skilled writer who is keen to continue to develop in this area
- I am a skilled public speaker
- I am self-motivated and have well developed organisational skills
- I am prepared to work independently and am a keen reader of a variety of texts
- I would like to select Extension 2 English in Year 12

<b>ENGLISH STUDIES</b>		<b>Category B</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> English Advanced, English Extension, English Standard, English EAL/D.
<b>Special Requirements:</b> NIL		<b>Course Contribution:</b> NIL
<b>Time Rating:</b> 1		<b>Difficulty Rating:</b> 1
<b>Target Audience:</b>	Students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.	
<b>COURSE DESCRIPTION</b>		
English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
Students study the mandatory module, achieving through English: English in education, work and community to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.	The Year 12 common Content module Texts and Human Experiences is studied by the Year 12 Advanced, Standard and English Studies where students analyse and explore texts and apply skills in synthesis. Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.	
<b>COURSE REQUIREMENTS:</b>		
<b>Year 11 and Year 12</b>		
Students are required to:		
<ul style="list-style-type: none"> <li>• read, view, listen to and compose a wide range of texts including print and multimodal texts</li> <li>• study at least one substantial print text (for example a novel, biography, or drama)</li> <li>• study at least one substantial multimodal text (for example film or a television series)</li> <li>• be involved in planning, research, and presentation activities as part of one individual and/or collaborative project</li> <li>• develop a portfolio of texts they have planned, drafted, edited, and presented in written, graphic and/or electronic forms across all the modules undertaken during the year</li> <li>• engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li> </ul>		
<b>Year 12</b>		
In addition to the above requirements, students in Year 12 only are required to: study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.		
<b>Please note: Students wishing to receive an ATAR will need to sit an examination in this course at the end of Year 12.</b>		

<b>ENGLISH STANDARD</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> English Advanced, English Extension 1 and 2, EAL/D, English Studies
<b>Special Requirements:</b> NIL		<b>Course Contribution:</b> NIL
<b>Time Rating:</b> 2		<b>Difficulty Rating:</b> 2
<b>Target Audience:</b>	Students who enjoy reading and writing to explore, evaluate and appreciate a wide variety of texts of Australian and other societies, in various forms and media, including multimedia.	
<b>COURSE DESCRIPTION</b>		
English develops the ability to understand, evaluate, use, and create texts of all kinds. The study of texts includes Literature (fiction, non-fiction, poetry, drama), and Media (film, TV, multimedia, internet). In the Preliminary English (Standard) Course, students explore and experiment with the way's events, experiences, ideas and processes are represented in and through texts. In the HSC English (Standard) Course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
The course has two sections:	The course has two sections:	
<ul style="list-style-type: none"> <li>Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.</li> <li>Two additional modules: Close Study of Literature, and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning.</li> </ul>	<ul style="list-style-type: none"> <li>The Year 12 common module Texts and Human Experiences is studied by the Year 12 Advanced, Standard and English Studies courses where students analyse and explore texts and apply skills in synthesis.</li> <li>Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.</li> </ul>	
<b>COURSE REQUIREMENTS:</b>		
<b>Year 11</b> Students are required to study:		
<ul style="list-style-type: none"> <li>one complex multimodal or digital text in Module A (this may include the study of film)</li> <li>one substantial literary print text in Module B, for example prose fiction, drama, or a poetry text, which may constitute a selection of poems from the work of one poet</li> <li>a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>a wide range of additional related texts and textual forms.</li> </ul>		
<b>Year 12</b> Students are required to study:		
<ul style="list-style-type: none"> <li>at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts</li> <li>at least two additional prescribed texts from the list provided in Module C: The Craft of Writing</li> </ul>		

<b>ENGLISH ADVANCED</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> English Standard, English Studies, EAL/D
<b>Special Requirements:</b> NIL		<b>Course Contribution:</b> NIL
<b>Time Rating:</b> 2.5		<b>Difficulty Rating:</b> 2.5
<b>Target Audience:</b>	Students who engage with consistent independent study in addition to lesson content and are passionate about English. Students who are able to explore, critically evaluate and appreciate a wide variety of the texts of Australian and other societies, in various forms and media, including multimedia.	
<b>COURSE DESCRIPTION</b>		
<p>In the English Advanced Year 11 course, students explore, examine, and analyse a range of texts, which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.</p>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>Year 12 COURSE</b>	
<p>The course has two sections: Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study. Two additional modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine, and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.</p>	<p>The course has two sections: The Year 12 common module Texts and Human Experiences is studied by the Year 12 Advanced, Standard and English Studies courses where students analyse and explore texts and apply skills in synthesis. Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.</p>	
<b>COURSE REQUIREMENTS:</b>		
<p>Year 11 Students are required to study: a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, and digital texts a wide range of additional related texts and textual forms.</p> <p>Year 12 Students are required to study: at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film or media or a nonfiction text or may be selected from one of the categories already used at least two additional prescribed texts from the list provided in Module C: The Craft of Writing at least one related text in the Common module: Texts and Human Experiences.</p>		



<b>ENGLISH EXTENSION HSC ENGLISH EXTENSION 1</b>		<b>Category A</b>
1 Unit for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> English Standard, English EAL/D, English Studies
<b>Prerequisites:</b> (a) English Advanced (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12 (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2		
<b>Special Requirements:</b> NIL		<b>Course Contribution:</b> NIL
<b>Time Rating:</b> 3		<b>Difficulty Rating:</b> 3
<b>Target Audience:</b>	English Extension 1 students are self-motivated and seek the opportunity to work in increasingly independent ways.	
<b>COURSE DESCRIPTION</b> In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b> The course has one mandatory module: Texts, Culture and Value, as well as a related research project.	<b>YEAR 12 COURSE</b> English Extension 1 course – The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study. The electives are: Literary homelands; Worlds of upheaval; Reimagined worlds; Literary mindscapes; and Intersecting worlds	
<b>COURSE REQUIREMENTS:</b> <b>Year 11</b> Students are required to: <ul style="list-style-type: none"> <li>• Examine a key text from the past and its manifestations in one or more recent cultures</li> <li>• Explore, analyse, and critically evaluate different examples of such texts in a range of contexts and media</li> <li>• Undertake a related research project.</li> </ul> <b>Year 12</b> In the English Extension 1 course students are required to study at least three prescribed texts for the elective study which must include two extended print texts; and at least TWO related texts.		

<b>HSC ENGLISH EXTENSION 2</b>		<b>Category A</b>
1 Unit for Year 12 Only Board Developed Course		<b>Exclusions:</b> English Standard, English EAL/D, English Studies
<b>Prerequisites:</b> (a) English Advanced (b) English Extension 1 in Year 11 is a prerequisite for English Extension 2 in Year 12 (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2		
<b>Special Requirements:</b> NIL		<b>Course Contribution:</b> NIL
<b>Time Rating:</b> 3		<b>Difficulty Rating:</b> 3
<b>Target Audience:</b>	Students with a desire to study 4 units in English and to pursue a specialised and sophisticated study of English for the HSC culminating in the completion of major works. Students are self-motivated with a desire to research, explore and compose complex texts.	
<b>COURSE DESCRIPTION</b> In the English Extension 2, Year 12 course, students develop a sustained composition and document their reflection on this process. The course requires students to undertake a composition process to complete a Major Work and Reflection Statement. Students will develop skills to work independently to experiment with language forms, features and structures and engage with complex levels of conceptualisation.		
<b>MAIN TOPICS COVERED</b>		
<b>Students are required to:</b> Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement. Students can choose to compose in ONE of the following forms: <ul style="list-style-type: none"> <li>• short fiction</li> <li>• creative nonfiction</li> <li>• poetry</li> <li>• critical response</li> <li>• script (short film, television, drama)</li> </ul> podcasts (drama, storytelling, speeches, performance poetry)		
<b>COURSE REQUIREMENTS:</b> In the English Extension 2 course students are required to complete a Major Work and Reflection Statement.		

# Mathematics

<b>MATHEMATICS NUMERACY</b>	
2 Units for each of Year 11 and Year 12 Content Endorsed Course	<b>Exclusions:</b> Mathematics Extension 1 & 2, Mathematics Advanced
<b>Special Requirements:</b> NIL	<b>Course Contribution:</b> NIL
<b>Time Rating:</b> 1	<b>Difficulty Rating:</b> 1
<b>Target Audience:</b>	This course is for students who want to complete the minimum standards numeracy test, do not want an ATAR, completed Mathematics Stage 5.1 in years 9 & 10 and would like to further develop the basic skills needed for future employment.
<p><b>COURSE DESCRIPTION</b></p> <p>The content of the Numeracy Stage 6 CEC Syllabus is cumulative across the two years of the course and the cognitive complexity of the content increases from Year 11 to Year 12. The sequence of content enables students to build upon the fundamental numeracy and related mathematics knowledge, understanding and skills from the K–10 curriculum.</p> <p>The sequencing of content in each year provides the flexibility to develop rigorous and meaningful programs that can address individual learning needs, strengths, interests and aspirations, and support students transitioning into post-school contexts.</p>	
<b>MAIN TOPICS COVERED</b>	
<p><b>YEAR 11 COURSE</b></p> <ul style="list-style-type: none"> <li>• Whole numbers</li> <li>• Operations with whole numbers</li> <li>• Distance, area, and volume</li> <li>• Time</li> <li>• Data, graphs, and tables</li> <li>• Fractions and decimals</li> <li>• Operations with fractions and decimals</li> <li>• Metric relationships</li> <li>• Length, mass, and capacity</li> <li>• Chance</li> </ul>	<p><b>YEAR 12 COURSE</b></p> <ul style="list-style-type: none"> <li>• Percentages</li> <li>• Operations with numbers</li> <li>• Finance</li> <li>• Location, time, and temperature</li> <li>• Space and design</li> <li>• Rates and ratios</li> <li>• Statistics and probability</li> <li>• Exploring with numerical reasoning and mathematical thinking</li> </ul>
<p><b>COURSE REQUIREMENTS:</b></p> <p>The outcomes and content in the Numeracy course provide opportunities for students to demonstrate knowledge, skills and understanding commensurate with Level 3 on the Australian Core Skills Framework (ACSF) in Numeracy. The ACSF provides a way of describing the generic skills identified as being critical to operating effectively in personal and community, workplace and employment, and education and training contexts.</p> <p>Mathematics Numeracy may be studied as a standalone course or in conjunction with Mathematics Standard 1 or 2.</p>	

<b>MATHEMATICS STANDARD 1</b>		<b>Category B</b>	
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Mathematics Extension 1 & 2, Mathematics Advanced, Mathematics Standard 2	
<b>Special Requirements:</b> NIL		<b>Course Contribution:</b> NIL	
<b>Time Rating:</b> 1.5		<b>Difficulty Rating:</b> 1.5	
<b>Target Audience:</b>	Students who do not require an ATAR but would like to have a basic level of the mathematics needed for everyday life and many areas of employment.		
<b>COURSE DESCRIPTION</b>			
<p>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 sub strands of Stage 5.1 and the following sub strands of Stage 5.2:</p> <p style="padding-left: 40px;">Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis, Volume, some content from Equations and Probability</p> <p>Mathematics Standard 2 and Mathematics Standard 1 courses share a common syllabus. The study of Mathematics Standard 1 in Stage 6:</p> <ul style="list-style-type: none"> <li>• enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>• 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</li> <li>• provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.</li> </ul>			
<b>MAIN TOPICS COVERED</b>			
<b>YEAR 11 COURSE</b>		<b>YEAR 12 COURSE</b>	
<ul style="list-style-type: none"> <li>• Formulae and Equations</li> <li>• Linear Relationships</li> <li>• Applications of Measurement</li> <li>• Working with Time</li> <li>• Money Matters</li> <li>• Data Analysis</li> <li>• Relative Frequency and Probability</li> </ul>		<ul style="list-style-type: none"> <li>• Types of Relationships</li> <li>• Right-angled Triangles</li> <li>• Rates</li> <li>• Scale Drawings</li> <li>• Investment</li> <li>• Depreciation and Loans</li> <li>• Further Statistical Analysis</li> <li>• Networks and Paths</li> </ul>	
<b>COURSE REQUIREMENTS:</b>			
<p>The HSC Examination for Mathematics Standard 1 is not compulsory but 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.</p> <p>All students studying the Mathematics Standard 1 course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</p>			

<b>MATHEMATICS STANDARD 2</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Mathematics Extension 1 & 2, Mathematics Advanced, Mathematics Standard 1
<b>Special Requirements:</b> NIL		<b>Course Contribution:</b> NIL
<b>Time Rating:</b> 2		<b>Difficulty Rating:</b> 2
<b>Target Audience:</b>	Students who completed Stage 5 Mathematics and want to develop the numeracy skills needed for everyday life. This course is appropriate for students who intend to go on to further study in non-mathematics/science areas at university.	
<b>COURSE DESCRIPTION</b>		
<p>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 sub strands of Stage 5.1 and the following sub strands of Stage 5.2:</p> <p style="padding-left: 40px;">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.</p> <p>Mathematics Standard 2 and Mathematics Standard 1 courses share a common syllabus. The study of Mathematics Standard 2 in Stage 6:</p> <ul style="list-style-type: none"> <li>• enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>• 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</li> <li>• provides opportunities for students to develop an understanding of and skills in further aspects of Mathematics for concurrent Year 12 studies</li> <li>• provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.</li> </ul>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
<ul style="list-style-type: none"> <li>• Formulae and Equations</li> <li>• Linear Relationships</li> <li>• Applications of Measurement</li> <li>• Working with Time</li> <li>• Money Matters</li> <li>• Data Analysis</li> <li>• Relative Frequency and Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Types of Relationships</li> <li>• Non-right-angled Trigonometry</li> <li>• Rates and Ratios</li> <li>• Investments and Loans</li> <li>• Annuities</li> <li>• Bivariate Data Analysis</li> <li>• The Normal Distribution</li> <li>• Network Concepts</li> <li>• Critical Path Analysis</li> </ul>	
<b>COURSE REQUIREMENTS:</b>		
<p>All students studying the Mathematics Standard 2 course will sit for an HSC examination. All students studying the Mathematics Standard 2 course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</p>		

<b>MATHEMATICS ADVANCED</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Mathematics Standard 1 and Mathematics Standard 2
<b>Special Requirements:</b> Students must have competency in Algebra.		<b>Course Contribution:</b> NIL
<b>Time Rating:</b> 2.5		<b>Difficulty Rating:</b> 2.5
<b>Target Audience:</b>	Students who have completed stage 5.3 Mathematics in years 9 & 10 or students who achieved a high level of success in the stage 5.2 course and intend to study maths and/or sciences at university.	
<b>COURSE DESCRIPTION</b>		
<p>Students who intend to study the Mathematics Advanced course, should have studied the topics: Real Numbers, Algebraic Techniques and Coordinate Geometry as well as at least some of Trigonometry and Deductive Geometry from Stage 5.3 of Mathematics Years 7–10 Syllabus, if not all of the content.</p> <p>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.</p> <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> <li>• enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.</li> <li>• 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.</li> <li>• provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning.</li> <li>• provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role.</li> <li>• 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.</li> </ul>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
<ul style="list-style-type: none"> <li>• Working with Functions</li> <li>• Trigonometry and Measure of Angles</li> <li>• Trigonometric Functions and Identities</li> <li>• Introduction to Differentiation</li> <li>• Logarithms and Exponentials</li> <li>• Probability and Discrete Probability Distributions</li> </ul>	<ul style="list-style-type: none"> <li>• Graphing Techniques</li> <li>• Trigonometric Functions and Graphs</li> <li>• Differential Calculus</li> <li>• The Second Derivative</li> <li>• Integral Calculus</li> <li>• Modelling Financial Situations</li> <li>• Descriptive Statistics and Bivariate Data Analysis</li> <li>• Random Variables</li> </ul>	
<b>COURSE REQUIREMENTS:</b>		
<p>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.</p> <p>All students studying the Mathematics Advanced course will sit for an HSC examination.</p>		

<b>MATHEMATICS EXTENSION 1</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Mathematics Standard 1 and Mathematics Standard 2
<b>Special Requirements:</b> Must also study Mathematics Advanced.		<b>Course Contribution:</b> NIL
<b>Time Rating:</b> 3		<b>Difficulty Rating:</b> 3
<b>Target Audience:</b>	Students who achieved a high level of success in the stage 5.3 course and intend to study maths and/or sciences at university.	
<b>COURSE DESCRIPTION</b> The study of Mathematics Extension 1 in Stage 6: <ul style="list-style-type: none"> <li>• enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>• provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively</li> <li>• provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty, and its functionality</li> <li>• 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</li> <li>• 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.</li> </ul>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b> <ul style="list-style-type: none"> <li>• Further Work with Functions</li> <li>• Polynomials</li> <li>• Inverse Trigonometric Functions</li> <li>• Further Trigonometric Identities</li> <li>• Rates of Change</li> <li>• Working with Combinatorics</li> </ul>	<b>YEAR 12 COURSE</b> <ul style="list-style-type: none"> <li>• Proof by Mathematical Induction</li> <li>• Introduction to Vectors</li> <li>• Trigonometric Equations</li> <li>• Further Calculus Skills</li> <li>• Applications of Calculus</li> <li>• The Binomial Distribution</li> </ul>	
<b>COURSE REQUIREMENTS:</b> Students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry of Mathematics Years 7–10 Syllabus.  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.		



<b>MATHEMATICS EXTENSION 2</b>		<b>Category A</b>
1 Unit for HSC ONLY. Board Developed Course		<b>Exclusions:</b> Mathematics Standard 1 & 2.
<b>Special Requirements:</b> Must be studying Mathematics Advanced and Mathematics Extension 1		<b>Course Contribution:</b> NIL
<b>Time Rating:</b> 3		<b>Difficulty Rating:</b> 3
<b>Target Audience:</b>	Students who are performing at a high level in Year 11 Extension 1 Mathematics	
<b>COURSE DESCRIPTION</b>		
<p>The study of Mathematics Extension 2 in Stage 6:</p> <ul style="list-style-type: none"> <li>• enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>• provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration</li> <li>• provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts</li> <li>• provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level</li> <li>• provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.</li> </ul>		
<b>MAIN TOPICS COVERED</b>		
<p><b>Year 12 Course</b></p> <p>The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:</p> <ul style="list-style-type: none"> <li>• The Nature of Proof</li> <li>• Further Proof by Mathematical Induction</li> <li>• Further Work with Vectors</li> <li>• Introduction to Complex Numbers</li> <li>• Using Complex Numbers</li> <li>• Further Integration</li> <li>• Applications of Calculus to Mechanics</li> </ul>		
<b>COURSE REQUIREMENTS:</b>		
<p>The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.</p> <p>The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.</p> <p>All students studying the Mathematics Extension 2 course will sit for an HSC examination.</p>		

# Science

<b>AGRICULTURE</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> NIL
<b>Special Requirements:</b> NIL		<b>Course Contribution:</b> NIL
<b>Time Rating:</b> 1.5		<b>Difficulty Rating:</b> 1.5
<b>Target Audience:</b>	Everyone interested in careers in Agriculture.	
<b>COURSE DESCRIPTION</b>		
<p>The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management while giving consideration to the issue of sustainability in the farming system. This is an 'on-farm' environmental-oriented course.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places a greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability. The electives focus on innovations and challenges facing Australian Agriculture.</p>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
Overview of Australian Agriculture (15%) The Farm Case Study (25%) Plant Production (30%) Animal Production (30%)	Plant/Animal Production (50%) Farm Product Study (30%) One elective (20%) from Agri-food, Fibre and Fuel Technologies Climate Challenge Farming for the 21st Century	
<b>COURSE REQUIREMENTS:</b>		
Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time.		

<b>BIOLOGY</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions: NIL</b>
<b>Special Requirements: NIL</b>		<b>Course Contribution: NIL</b>
<b>Time Rating: 2</b>		<b>Difficulty Rating: 2</b>
<b>Target Audience:</b>	This course is particularly suited to students who have achieved substantial achievement in Stage 5 Science.	
<b>COURSE DESCRIPTION</b>		
<p>The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.</p> <p>The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.</p>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
Cells as The Basis of Life Organisation of Living Things Biological Diversity Ecosystem Dynamics	Heredity Genetic Change Infectious Disease Non-Infectious	
<b>COURSE REQUIREMENTS:</b>		
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>A minimum of 15 hours of in-class time must be allocated to depth studies in both Year 11 and Year 12. A depth study may be, but is not limited to:</p> <ul style="list-style-type: none"> <li>• a practical investigation(s) and/or a secondary-sourced investigation(s)</li> <li>• presentations, research assignments or fieldwork reports</li> <li>• the extension of concepts found within the course, either qualitatively and/or quantitatively.</li> </ul>		

<b>CHEMISTRY</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions: NIL</b>
<b>Special Requirements: NIL</b>		<b>Course Contribution: NIL</b>
<b>Time Rating: 2.5</b>		<b>Difficulty Rating: 2.6</b>
<b>Target Audience:</b>	This course is particularly suited to students who have achieved substantial achievement in Stage 5 Maths and Science.	
<b>COURSE DESCRIPTION</b>		
<p>The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.</p> <p>The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.</p>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
Properties and Structure of Matter Introduction to Quantitative Chemistry Reactive Chemistry Drivers of Reactions	Equilibrium and Acid Reactions Acid/base Reactions Organic Chemistry Applying Chemical Ideas	
<b>COURSE REQUIREMENTS:</b>		
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>A minimum of 15 hours of in-class time must be allocated to depth studies in both Year 11 and Year 12. A depth study may be, but is not limited to:</p> <ul style="list-style-type: none"> <li>• a practical investigation(s) and/or a secondary-sourced investigation(s)</li> <li>• presentations, research assignments or fieldwork reports</li> <li>• the extension of concepts found within the course, either qualitatively and/or quantitatively.</li> </ul>		

<b>EARTH AND ENVIRONMENTAL SCIENCE</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions: NIL</b>
<b>Special Requirements: NIL</b>		<b>Course Contribution: NIL</b>
<b>Time Rating: 2.0</b>		<b>Difficulty Rating: 1.5</b>
<b>Target Audience:</b>	This course is particularly suited to students who have competently engages in Stage 5 Maths and Science.	
<b>COURSE DESCRIPTION</b>		
<p>The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth's resources and its surface.</p> <p>The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere, and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.</p>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
Module 1 – Earth's Resources Module 2 – Plate Tectonics Module 3 – Energy Transformations Module 4 – Human Impacts	Module 5 – Earth's Processes Module 6 - Hazards Module 7 – Climate Science Module 8 – Resource Management	
<b>COURSE REQUIREMENTS:</b>		
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>A minimum of 15 hours of in-class time must be allocated to depth studies in both Year 11 and Year 12. A depth study may be, but is not limited to:</p> <ul style="list-style-type: none"> <li>• a practical investigation(s) and/or a secondary-sourced investigation(s)</li> <li>• presentations, research assignments or fieldwork reports</li> </ul> <p>the extension of concepts found within the course, either qualitatively and/or quantitatively.</p>		

<b>INVESTIGATING SCIENCE</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions: NIL</b>
<b>Special Requirements: NIL</b>		<b>Course Contribution: NIL</b>
<b>Time Rating: 2</b>		<b>Difficulty Rating: 2</b>
<b>Target Audience:</b>	Suitable for students with a competent understanding of scientific concepts and ability to apply and use these in new situations. The course places a heavy emphasis on investigation and analysis of information	
<b>COURSE DESCRIPTION</b>		
<p>The Year 11 course focuses on observation as a scientific process and examines how humans draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.</p> <p>The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.</p>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
<ul style="list-style-type: none"> <li>• Cause and Effect - Observing</li> <li>• Cause and Effect – Inferences &amp; Generalisations</li> <li>• Scientific Models</li> <li>• Theories and Laws</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific Investigations</li> <li>• Technologies</li> <li>• Fact or Fallacy?</li> <li>• Science and Society</li> </ul>	
<b>COURSE REQUIREMENTS:</b>		
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>A minimum of 30 hours of in-class time must be allocated to depth studies in both Year 11 and Year 12. A depth study may be, but is not limited to:</p> <ul style="list-style-type: none"> <li>• a practical investigation(s) and/or a secondary-sourced investigation(s)</li> <li>• presentations, research assignments or fieldwork reports</li> <li>• the extension of concepts found within the course, either qualitatively and/or quantitatively.</li> </ul>		

<b>PHYSICS</b>		<b>Category A</b>	
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> NIL	
<b>Special Requirements:</b> NIL		<b>Course Contribution:</b> NIL	
<b>Time Rating:</b> 2.5		<b>Difficulty Rating:</b> 2.7	
<b>Target Audience:</b>	This course is particularly suited to students who have demonstrated substantial achievement in Stage 5 Mathematics and Science.		
<b>COURSE DESCRIPTION</b>			
<p>The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.</p>			
<b>MAIN TOPICS COVERED</b>			
<b>YEAR 11 COURSE</b>		<b>YEAR 12 COURSE</b>	
<ul style="list-style-type: none"> <li>• Kinematics</li> <li>• Dynamics</li> <li>• Waves and Thermodynamics</li> <li>• Electricity and Magnetism</li> </ul>		<ul style="list-style-type: none"> <li>• Advanced Mechanics</li> <li>• Electromagnetism</li> <li>• The Nature of Light</li> <li>• From the Universe to the Atom</li> </ul>	
<b>COURSE REQUIREMENTS:</b>			
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>A minimum of 15 hours of in-class time must be allocated to depth studies in both Year 11 and Year 12. A depth study may be, but is not limited to:</p> <ul style="list-style-type: none"> <li>• a practical investigation(s) and/or a secondary-sourced investigation(s)</li> <li>• presentations, research assignments or fieldwork reports</li> <li>• the extension of concepts found within the course, either qualitatively and/or quantitatively.</li> </ul>			



<b>SCIENCE EXTENSION</b>		<b>Category A</b>
1 Unit for HSC ONLY. Board Developed Course		<b>Exclusions: NIL</b>
<b>Special Requirements:</b> One of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.		<b>Course Contribution: NIL</b>
<b>Time Rating: 3</b>		<b>Difficulty Rating: 3</b>
<b>Target Audience:</b>	This course is suitable for students who have substantial achievement in at least one Stage 6 Science in Year 11 and have a keen interest in scientific research.	
<b>COURSE DESCRIPTION</b>		
<p>Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.</p> <p>Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create a Scientific Research Report, which is supported and evidenced by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.</p>		
<b>MAIN TOPICS COVERED</b>		
<p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> <li>• Module 1 The Foundations of Scientific Thinking</li> <li>• Module 2 The Scientific Research Proposal</li> <li>• Module 3 The Data, Evidence and Decisions</li> <li>• Module 4 The Scientific Research Report</li> </ul>		
<b>COURSE REQUIREMENTS:</b>		
<p>Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.</p> <p>The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.</p> <p>All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.</p>		

# Humanities

<b>WORK STUDIES</b>	
2 Units for each of Year 11 and Year 12 Board Endorsed Course	<b>Exclusions:</b> NIL
<b>Special Requirements:</b> NIL	<b>Course Contribution:</b> NIL
<b>Time Rating:</b> 1	<b>Difficulty Rating:</b> 1
<b>Target Audience:</b>	Students looking to transition to the workforce, either immediately or at the end of year 12.
<b>Course Description</b>	
<p>Work in all its forms - paid and unpaid - plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation.</p> <p>This course in Work Studies will assist students:</p> <ul style="list-style-type: none"> <li>• to recognise the links between education, work, and lifestyle, and to recognize the economic and social factors that affect work opportunities</li> <li>• to develop an understanding of the changing nature of work and the implications for individuals and society</li> <li>• to undertake an extended work placement to allow for the development of specific job – related skills</li> <li>• to acquire general work – related knowledge, skills, and attitudes, transferable across different occupations</li> <li>• to develop their skills in accessing work – related information, presenting themselves to potential employers, and functioning effectively in the workplace.</li> </ul>	
<b>MAIN TOPICS COVERED</b>	
<p>Students will undertake a Core unit and a range of elective modules.</p> <p>Core Module</p> <ul style="list-style-type: none"> <li>• My Working Life</li> </ul> <p>Elective Modules</p> <ul style="list-style-type: none"> <li>• In the Workplace</li> <li>• Preparing Job Applications</li> <li>• Workplace Communication</li> <li>• Teamwork and Enterprise Skills</li> <li>• Managing Work and Life Commitments</li> <li>• Personal Finance</li> <li>• Workplace Issues</li> <li>• Self-Employment</li> <li>• Team Enterprise Project</li> <li>• Experiencing Work</li> </ul>	
<b>COURSE REQUIREMENTS:</b>	
Students are expected to do work experience	

<b>ABORIGINAL STUDIES</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions: NIL</b>
<b>Special Requirements: NIL</b>		<b>Course Contribution: NIL</b>
<b>Time Rating: 1.5</b>		<b>Difficulty Rating: 1.5</b>
<b>Target Audience</b>	Students who wish to learn more about Aboriginal history and culture and increase their connection with members of the local Aboriginal community	
<b>COURSE DESCRIPTION</b>		
<p>Aboriginal history and culture are fundamental to the development of Australian identity. Aboriginal Studies acknowledges the contribution of Aboriginal cultures and communities to Australian society. Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to 'learn together' with Aboriginal peoples and communities.</p> <p>During the course, students will undertake consultation with the local Aboriginal community and will study national and international Indigenous communities, applying research and inquiry methods through the completion of a major project.</p>		
<b>Year 11-Pre 1960's</b>		
<b>Part I – Aboriginality and the Land</b> <ul style="list-style-type: none"> <li>• Aboriginal peoples' relationship to Country</li> <li>• Dispossession and dislocation of Aboriginal peoples from Country</li> <li>• Impact of British colonisation on Country</li> </ul>	<b>Part II – Heritage and Identity</b> <ul style="list-style-type: none"> <li>• The Dreaming and cultural ownership</li> <li>• Diversity of Aboriginal cultural and social life</li> <li>• Impact of colonisation on Aboriginal cultures and families</li> <li>• Impact of racism and stereotyping</li> </ul>	
<b>Part III – International Indigenous Community: Comparative Study</b> <ul style="list-style-type: none"> <li>• Location, environment and features of an international Indigenous community</li> <li>• Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to: <ul style="list-style-type: none"> <li>– Aboriginality and the Land</li> <li>– Heritage and Identity</li> </ul> </li> </ul>	<b>Part IV – Research and Inquiry Methods: Local Community Case Study</b> <ul style="list-style-type: none"> <li>• Community consultation</li> <li>• Planning research</li> <li>• Acquiring information</li> <li>• Processing information</li> <li>• Communicating information</li> </ul>	
<b>Year 12 -Course 1960's onwards</b>		
<b>Part I – Social Justice and Human Rights Issues</b> <p>A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics:</p> <ol style="list-style-type: none"> <li>1. Health</li> <li>2. Education</li> <li>3. Housing</li> <li>4. Employment</li> <li>5. Criminal Justice</li> <li>6. Economic Independence.</li> </ol>	<b>Part II</b> <p><b>Aboriginality and the Land</b></p> <ul style="list-style-type: none"> <li>• The Land Rights movement and the recognition of native title</li> <li>• Government policies and legislation</li> <li>• Non-Aboriginal responses</li> </ul> <p>OR</p> <p><b>Heritage and Identity</b></p> <ul style="list-style-type: none"> <li>• Contemporary aspects of Aboriginal heritage and identity</li> <li>• Government policies and legislation</li> <li>• Non-Aboriginal responses.</li> </ul>	
<b>Part III – Research and Inquiry Methods –Major Research project on an aspect of the Year 12 course</b> <p>Students must undertake mandatory community 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.</p>		

<b>BUSINESS STUDIES</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions: NIL</b>
<b>Special Requirements: NIL</b>		<b>Course Contribution: NIL</b>
<b>Time Rating: 2</b>		<b>Difficulty Rating: 2</b>
<b>Target Audience:</b>	Students who are interested in owning or managing a business, or would simply like to know more about how businesses operate.	
<b>COURSE DESCRIPTION</b>		
<p>Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers, and employees depend on the business sector for much of their quality of life.</p> <p>By completing this course students will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking, and communication. These skills enhance their confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity.</p> <p>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. In addition, a significant feature of Business Studies is its relevance to the full range of HSC students, as it provides useful knowledge and competencies for life.</p>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
<p>Nature of Business (20%) – the nature and role of business in a changing business environment</p> <p>Business Management (40%) – nature and responsibilities of management in the business environment</p> <p>Business Planning (40%) – the role of establishing and planning a small to medium business.</p>	<p>Operations (25%) – the nature and responsibilities of managing business operations</p> <p>Marketing (25%) – the nature and role of marketing for business</p> <p>Finance (25%) – financial management for success in business</p> <p>Human Resources (25%) – the nature of effective employment relations in business</p>	
<b>COURSE REQUIREMENTS:</b>		
In the Year 11 course there is a research project, which investigates the planning and establishment of a small business.		

<b>ECONOMICS</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions: NIL</b>
Special Requirements: NIL		<b>Course Contribution: NIL</b>
<b>Time Rating: 2</b>		<b>Difficulty Rating: 2.5</b>
<b>Target Audience:</b>	Students that are curious about the factors that drive the Australian economy and how they impact our lives	
<b>COURSE DESCRIPTION</b>		
Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>Year 12 COURSE</b>	
Introduction to Economics – the nature of economics and the operation of an economy Consumers and Business – the role of consumers and business in the economy Markets – the role of markets, demand, supply and competition Labour Markets – the workforce and role of labour in the economy Financial Markets – the financial market in Australia including the share market Government in the Economy – the role of government in the Australian economy.	The Global Economy – Features of the global economy and globalisation Australia's Place in the Global Economy – Australia's trade and finance Economic Issues – issues including growth, unemployment, inflation, distribution of income and wealth and environmental sustainability. Economic Policies and Management – the range of policies to manage the economy.	
<b>COURSE REQUIREMENTS: Nil</b>		

<b>GEOGRAPHY</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions: NIL</b>
<b>Special Requirements: NIL</b>		<b>Course Contribution: NIL</b>
<b>Time Rating: 2</b>		<b>Difficulty Rating: 2</b>
<b>Target Audience:</b>	Students that are interested in the world, travel, the environment, and places around them.	
<b>COURSE DESCRIPTION</b>		
<p>The Year 11 course draws on contemporary developments in biophysical and human geography and refines students' knowledge and understanding about the elements of geography. It investigates the unique characteristics of our world through excursions to carry out fieldwork, the development of geographical skills and the study of contemporary geographical issues.</p> <p>The Year 12 course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on specific studies about biophysical and human processes, interactions and trends. The course applies enquiry methodologies through fieldwork and a variety of case studies and demonstrates the relevance of geographical study.</p>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
<ul style="list-style-type: none"> <li>• Biophysical Interactions (45%) - how biophysical processes contribute to sustainable management; includes field study of a selected biophysical environment.</li> <li>• Global Challenges (45%) – geographical study of major issues facing the world.</li> <li>• Senior Geography Project (10%) – a research assignment on a geographical issue of student's own choosing.</li> </ul>	<ul style="list-style-type: none"> <li>• Ecosystems at Risk– the functioning of ecosystems, their management and protection; includes a field study of a selected ecosystem at risk.</li> <li>• Urban Places– study of world cities, mega cities and urban dynamics.</li> <li>• People and Economic Activity – geographic study of one economic activity at a local and global context, including a local case study.</li> </ul>	
<b>COURSE REQUIREMENTS:</b>		
Students complete a Senior Geography Project (SGP) in the Year 11 course and must undertake 10 hours of fieldwork in both the Year 11 and Year 12 courses.		

<b>LEGAL STUDIES</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions: NIL</b>
<b>Special Requirements: NIL</b>		<b>Course Contribution: NIL</b>
<b>Time Rating: 2</b>		<b>Difficulty Rating: 2</b>
<b>Target Audience:</b>	Students who have an interest in law and how it impact's individuals and society.	
<b>COURSE DESCRIPTION</b>		
<p>Our society is regulated by a complex set of rules and regulations which both guide and protect individual community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being as active and informed citizen. Students of Legal Studies Stage 6 will develop an understanding of legal concepts and how the law functions in our society. It will also address many of the issues that confront individuals in our society and helps the students understand how the law and the legal process solve these issues for the benefit of both the individual and society.</p>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
<ul style="list-style-type: none"> <li>• The Legal System: 40% of the course time</li> <li>• The Individual and the Law: 30% of the course time</li> <li>• Law in Practice: 30% of the course time</li> </ul>	<ul style="list-style-type: none"> <li>• Crime: 30% of the course time</li> <li>• Human Rights: 20% of the course time</li> <li>• Optional Studies – 2 must be completed: 50% of the course time</li> </ul> <p>The students will select 2 Options from</p> <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Global Environmental Protection</li> <li>• Family</li> <li>• Indigenous peoples</li> <li>• Shelter</li> <li>• Workplace</li> <li>• World order</li> </ul>	
<b>COURSE REQUIREMENTS: Nil</b>		



<b>SOCIETY &amp; CULTURE</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions: NIL</b>
<b>Special Requirements: NIL</b>		<b>Course Contribution: NIL</b>
<b>Time Rating: 2</b>		<b>Difficulty Rating: 2</b>
<b>Target Audience:</b>	Students who are interested in different cultures around the world	
<b>COURSE DESCRIPTION</b>		
<p>Society and Culture is the study of human behaviour: how we operate as individuals, how we function in groups. Society and Culture is a learning experience which allows for the integration of the student's personal experience with the public knowledge available through all kinds of research, writing and media. Society and Culture combines a range of approaches such as psychology, philosophy, anthropology &amp; sociology to prepare students for university study and research, a deep understanding and critical thinking of an ever-developing changing world.</p>		
<b>MAIN TOPICS COVERED</b>		
<b>Year 11 Course:</b>		
<ul style="list-style-type: none"> <li>• The Social and Cultural World – interactions between persons, societies, cultures, and environments, both in contemporary societies and societies across time</li> <li>• Personal and Social Identity – the process of socialization and the development and coming of age of individuals in a variety of social and cultural settings</li> <li>• Intercultural Communication – how people in different social, cultural, and environmental settings can better understand each other and their world</li> </ul>		
<b>Year 12 Course:</b>		
<ul style="list-style-type: none"> <li>• Personal Interest Project (PIP): You choose a topic that you are passionate about, then research and write up what you have learnt. This is enormously beneficial in future study, in work, and in understanding the human actions, attitudes and relationships that emerge during the research process.</li> <li>• Social and Cultural Continuity and Change: The study of the forces responsible for change and continuity in a selected country. This knowledge is applied to a specific country.</li> </ul>		
<b>Depth Studies</b>		
Two to be chosen from the following:		
<ul style="list-style-type: none"> <li>• Popular Culture – the study of the amazing variety of interests that fill up our lives and are our delights. Why are some films so inspiring? Why is music so moving?</li> <li>• Ideologies and Belief Systems – understanding the contrasting ways people make sense of their world: from Buddhism to Feminism ... and beyond.</li> <li>• Social Inclusion and Exclusion – Why do some societies adequately provide for their individuals / groups whilst others fail.</li> <li>• Society Conformity and Non-Conformity – how individuals and groups identities are formed and the role conformity, obedience and non-conformity play.</li> </ul>		
<b>COURSE REQUIREMENTS:</b>		
Completion of Personal Interest Project – 40% of Year 12 Mark. A year long, independent research study of a topic related to the course concepts.		

<b>ANCIENT HISTORY</b>		<b>Category A</b>	
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> NIL	
There is an additional History Extension course available for study in the HSC year.			
<b>Special Requirements:</b> NIL		<b>Course Contribution:</b> NIL	
<b>Time Rating:</b> 2		<b>Difficulty Rating:</b> 2	
<b>Target Audience:</b>	Students who have a passion for investigating the evidence and interpretations of the ancient past, including studying archaeological remains and methods used by historians.		
<b>COURSE DESCRIPTION</b>			
<p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events, and developments of the ancient world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality, and historical period.</p>			
<b>MAIN TOPICS COVERED</b>			
<b>YEAR 11 COURSE</b>		<b>YEAR 12 COURSE</b>	
<ul style="list-style-type: none"> <li>• Investigating Ancient History</li> <li>• Features of Ancient History</li> <li>• Historical Investigation</li> </ul>		<ul style="list-style-type: none"> <li>• Core Study: Cities of Vesuvius – Pompeii and Herculaneum</li> <li>• ONE Ancient Society topic</li> <li>• ONE Personality in Their Times topic</li> <li>• ONE Historical Period topic</li> </ul>	
<b>COURSE REQUIREMENTS:</b>			
<p>Year 11 course</p> <p>In the Year 11 course, students undertake at least TWO case studies.</p> <ul style="list-style-type: none"> <li>• One must be from Egypt, Greece, or Celtic Europe and</li> <li>• One must be from Australia, Asia the Near East, or the Americas.</li> </ul> <p>Year 12 course</p> <p>The course requires study from at least TWO of the following areas:</p> <ul style="list-style-type: none"> <li>• Egypt</li> <li>• Near East</li> <li>• China</li> <li>• Greece</li> <li>• Rome</li> </ul>			

<b>MODERN HISTORY</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions: NIL</b>
There is an additional History Extension course available for study in the HSC year.		
<b>Special Requirements: NIL</b>		<b>Course Contribution: NIL</b>
<b>Time Rating: 2.5</b>		<b>Difficulty Rating: 2.5</b>
<b>Target Audience:</b>	Students who have an interest in studying in detail, the forces of the twentieth century that have shaped our modern world.	
<b>COURSE DESCRIPTION</b>		
<p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events, and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
<ul style="list-style-type: none"> <li>Investigating Modern History</li> <li>Historical Investigation (research project)</li> <li>The Shaping of the Modern World</li> </ul>	<ul style="list-style-type: none"> <li>Core: Power and Authority in the Modern World 1919–1946 (30 hours)</li> <li>ONE National Study</li> <li>ONE in Peace and Conflict</li> <li>ONE of Change in the Modern World</li> </ul>	
<b>COURSE REQUIREMENTS:</b>		
Year 11 course		
<ul style="list-style-type: none"> <li>In the Year 11 course, students must undertake at least TWO case studies.</li> <li>One case must be from Europe, North America or Australia AND</li> <li>One case study must be from Asia, the Pacific, Africa, the Middle East, or Central/South America.</li> </ul>		
Year 12 course		
<ul style="list-style-type: none"> <li>Students are required to study at least one non-European/non-Western topic from a set list of topics within the syllabus</li> </ul>		

<b>HISTORY EXTENSION</b>		<b>Category A</b>
1 Unit for Year 12 Only Board Developed Course		<b>Exclusions: NIL</b>
<b>Prerequisites:</b> Year 11 Ancient History or Year 11 Modern History and must be also studying at least one of these courses in Year 12.		
<b>Special Requirements: NIL</b>		<b>Course Contribution: NIL</b>
<b>Time Rating: 3</b>		<b>Difficulty Rating: 3</b>
<b>Target Audience:</b>	Students who are eager to engage with complex historiographical ideas and methodologies and to undertake an individual investigative project, focusing on an area of changing historical interpretation.	
<b>COURSE DESCRIPTION</b>		
History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.		
<b>MAIN TOPICS COVERED</b>		
The course comprises two sections: Constructing History Focuses on the key questions of - Who are historians? What are the purposes of history? How has history been constructed, recorded, and presented over time? Why have approaches to history changed over time? This also includes one case studies where students develop their understanding of significant historiographical ideas and methodologies, with reference to three identified areas of debate and the key questions.		
<b>HISTORY PROJECT</b>		
Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.		
<b>COURSE REQUIREMENTS:</b>		
The course requires students to undertake: <ul style="list-style-type: none"> <li>• one case study</li> <li>• the development of one History Project.</li> </ul>		

# Computing

<b>COMPUTING APPLICATIONS</b>	
2 Units for each of Year 11 and Year 12 Content Endorsed Course	<b>Exclusions:</b> Board Developed Courses – Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework.
<b>Special Requirements:</b> Nil	<b>Course Contribution:</b> Nil
<b>Time Rating:</b> 1	<b>Difficulty Rating:</b> 1
<b>Target Audience:</b>	Students with little or no practical experience using computers outside of school or students who are looking for basic skills necessary for employment.
<b>Course Description</b>	
<p>Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.</p> <p>Computing and related information is a 'hands-on' skills-based course aimed at developing the student's abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks and enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.</p> <p>It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.</p> <p>There is no external examination.</p>	
<b>MAIN TOPICS COVERED</b>	
<p>Modules:</p> <ul style="list-style-type: none"> <li>Hardware and Software Skills</li> <li>Communications I</li> <li>Communications II</li> <li>Multimedia I</li> <li>Multimedia II</li> <li>Graphics I</li> <li>Graphics II</li> <li>Spreadsheets I</li> <li>Spreadsheets II</li> <li>Desktop Publishing I</li> <li>Desktop Publishing II</li> <li>Databases</li> </ul>	

<b>SOFTWARE DESIGN AND DEVELOPMENT</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Computing Applications
<b>Special Requirements:</b> Students studying this course should also be doing one of the ATAR Mathematics courses.		<b>Course Contribution:</b> NIL
<b>Time Rating:</b> 2.5		<b>Difficulty Rating:</b> 2.5
<b>Target Audience:</b>	Students with interest in learning computer coding and/or looking to a career in computer programming.	
<b>COURSE DESCRIPTION</b>		
<p>The Year 11 course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The Year 12 course builds on the Year 11 course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.</p>		
<b>MAIN TOPICS COVERED</b>		
<p><b>YEAR 11 COURSE</b></p> <p><b>Concepts and Issues in the Design and Development of Software (30%)</b></p> <ul style="list-style-type: none"> <li>• Social and ethical issues</li> <li>• Hardware and software</li> <li>• Software development approaches</li> </ul> <p><b>Introduction to Software Development (50%)</b></p> <ul style="list-style-type: none"> <li>• Defining and understanding the problem</li> <li>• Planning and designing software solutions</li> <li>• Implementing software solutions</li> <li>• Testing and evaluating software solutions</li> <li>• Maintaining software solutions</li> </ul> <p><b>Developing software solutions (20%)</b></p>	<p><b>YEAR 12 COURSE</b></p> <p><b>Development and Impact of Software Solutions (15%)</b></p> <ul style="list-style-type: none"> <li>• Social and ethical issues</li> <li>• Application of software development approaches</li> </ul> <p><b>Software Development Cycle (40%)</b></p> <ul style="list-style-type: none"> <li>• Defining and understanding the problem</li> <li>• Planning and design of software solutions</li> <li>• Implementing software solutions</li> <li>• Testing and evaluating software solutions</li> <li>• Maintaining software solutions</li> </ul> <p><b>Developing a Solution Package (25%)</b></p> <p><b>Options (20%)</b> Study one of the following options:</p> <ul style="list-style-type: none"> <li>• Programming paradigms or</li> <li>• The interrelationship between software and hardware</li> </ul>	
<b>COURSE REQUIREMENTS:</b>		
<p>There is no prerequisite study for the Year 11 course. Completion of the Year 11 course is a prerequisite for the Year 12 course.</p> <p>It is a mandatory requirement that students spend a minimum of 20% of Year 11 course time and 25% of Year 12 course time on practical activities using the computer.</p>		

# Technology and Applied Studies



<b>FOOD TECHNOLOGY</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions: NIL</b>
<b>Special Requirements: NIL</b>		<b>Course Contribution: \$50</b>
<b>Time Rating: 1.5</b>		<b>Difficulty Rating: 2</b>
<b>Target Audience:</b>	This course is suited to those students who are looking to develop practical skills and knowledge associated with the food and health industry.	
<b>COURSE DESCRIPTION</b>		
<p>The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation, and storage of food sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The Year 12 course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry, production, processing, preserving, packaging, storage and distribution of food, factors impacting, reasons, types, steps and marketing of food development, nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experiencing and presenting food are integrated throughout the course.</p>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
<ul style="list-style-type: none"> <li>• Food Availability and Selection (30%)</li> <li>• Food Quality (40%)</li> <li>• Nutrition (30%)</li> </ul>	<ul style="list-style-type: none"> <li>• The Australian Food Industry (25%)</li> <li>• Food Manufacture (25%)</li> <li>• Food Product Development (25%)</li> <li>• Contemporary Nutrition Issues (25%)</li> </ul>	
<b>COURSE REQUIREMENTS:</b>		
<ul style="list-style-type: none"> <li>• There is no prerequisite study for the 2-unit Year 11 course. Completion of the 2-unit Year 11 course is a prerequisite to the study of the 2-unit Year 12 course.</li> <li>• In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.</li> </ul> <p>It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the 'learning to' section of each strand.</p>		

<b>TEXTILES &amp; DESIGN</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Nil
<b>Special Requirements:</b> NIL		<b>Course Contribution:</b> \$50
<b>Time Rating:</b> 1.5		<b>Difficulty Rating:</b> 1.5
<b>Target Audience:</b>	This course is suited to those students who are looking to develop practical skills and project management knowledge associated with the textiles industry. You learn to manage your time to complete high quality practical projects.	
<b>COURSE DESCRIPTION</b>		
<p>The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences experimenting and product manufacturing are integrated throughout the content areas and include 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.</p> <p>The Year 12 course builds upon the Year 11 course and involves the study of fabric coloration and decoration the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the Year 12 mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
<ul style="list-style-type: none"> <li>• Design (40%)</li> <li>• Properties and Performance of Textiles (50%)</li> </ul> <p>The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</p>	<ul style="list-style-type: none"> <li>• Design (20%)</li> <li>• Properties and Performance of Textiles (20%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>• Major Textiles Project (50%)</li> </ul>	
<b>COURSE REQUIREMENTS:</b>		
<p>In the Year 11 course students will undertake two Year 11 textile projects. 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. 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.</p> <p>In the Year 12 course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries</p>		

<b>INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS &amp; FURNITURE TECHNOLOGIES</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Students may only study one focus area in Industrial Technology. Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses
<b>Special Requirements:</b> Protective apron and leather shoes with firm soles.		<b>Course Contribution:</b> \$50
<b>Time Rating:</b> 1.5		<b>Difficulty Rating:</b> 1.5
<b>Target Audience:</b>	This course is suited to those students who are looking to develop practical skills and project management knowledge associated with the timber industry.	
<b>COURSE DESCRIPTION</b>		
<p>In Year 11 the content is introductory and is related to a number of practical projects and the study of an individual business in the focus area. The aim of the Preliminary course is to prepare and equip the students with the necessary knowledge and skills to successfully complete the Year 12 Major Project and related folio.</p> <p>The Year 12 content is centred on the application of design, research and manufacture of a major project and related folio, together with a more detailed study of the focus area industry.</p>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
<p>The Year 11 course of 120 indicative hours consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area chosen and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects.</p> <p>There is a significant Theory Component that must be completed in addition to the practical work.</p>	<p>The Year 12 course of 120 indicative hours consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the focus area of study.</p> <p>Both the Year 11 and Year 12 courses are organised around four sections</p> <ul style="list-style-type: none"> <li>• Industry Study</li> <li>• Design and Management and Communication</li> <li>• Production</li> <li>• Industry Related Manufacturing Technology</li> </ul>	
<b>COURSE REQUIREMENTS:</b>		
<p>In the Year 11 course, students must design, develop and construct a minimum of two projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the Year 12 course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.</p>		

# Personal Development

<b>EXPLORING EARLY CHILDHOOD</b>	
2 Units for each of Year 11 and Year 12 Content Endorsed Course	<b>Exclusions:</b> Nil
<b>Special Requirements:</b> Nil	<b>Course Contribution:</b> Nil
<b>Time Rating:</b> 1.3	<b>Difficulty Rating:</b> 1.3
<b>Target Audience:</b>	This course is suited to those students who are not wanting an ATAR and are looking to develop practical skills and knowledge associated with early childhood and the early childhood industry.
<b>Course Description</b>	
<p>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:</p> <ul style="list-style-type: none"> <li>• develop an awareness and understanding of the growth, developing, and learning of young children and the importance of the early childhood years</li> <li>• recognise the uniqueness of all children, including those who have special needs</li> <li>• become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play</li> <li>• identify the range of services developed and provided for young children and their families</li> <li>• consider the role of family and community in the growth, development and learning of young children</li> <li>• reflect upon potential implications for themselves as adults, in relation to young children</li> <li>• understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families</li> <li>• become aware of the work opportunities available in the area of children’s services</li> </ul>	
<b>MAIN TOPICS COVERED</b>	
<p>The core studies are compulsory there are three parts to the core:  Part A: Pregnancy and Childbirth (15hrs)  Part B: Child Growth and Development (20hrs)  Part C: Promoting Positive Behaviour (10hrs)</p> <p><b>Modules</b>  The optional modules can each occupy 15-30hours (indicative time) of study, depending on students’ interest, teacher expertise, available resources and intended depth of treatment. The following optional course modules are included in this document:</p>	
<ol style="list-style-type: none"> <li>1. Learning Experiences for young Children</li> <li>2. Play and the Developing Child</li> <li>3. Starting School</li> <li>4. Gender and Young Children</li> <li>5. Children and Change</li> <li>6. Children of Aboriginal and Torres Strait Islander Communities</li> <li>7. Historical and Cultural Contexts of Childhood</li> </ol>	<ol style="list-style-type: none"> <li>8. The Children’s Services Industry</li> <li>9. Young Children and Media</li> <li>10. Young Children and the Law</li> <li>11. Children’s Literature</li> <li>12. Food and Nutrition</li> <li>13. Child Health and Safety</li> <li>14. Young Children with Special Needs</li> </ol>

<b>COMMUNITY AND FAMILY STUDIES</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> NIL
<b>Special Requirements:</b> NIL		<b>Course Contribution:</b> NIL
<b>Time Rating:</b> 1.5		<b>Difficulty Rating:</b> 1.8
<b>Target Audience:</b>	This course is suited to those students who are looking to develop knowledge and skills associated with the wellbeing of individuals, families and the community.	
<b>COURSE DESCRIPTION</b>		
Community and Family Studies are 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.		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
Resource Management Basic concepts of the resource management process. Indicative course time :20%	Research Methodology Research methodology and skills culminating in the production of an Independent Research Project. Indicative course time: 25%	
Individuals and Groups The individual's roles, relationships and tasks within and between groups. Indicative course time:40%	Groups in Context The characteristics and needs of specific community groups. Indicative course time: 25%	
Families and Communities Family structures and functions and the interaction between family and community. Indicative course time :40%	Parenting and Caring Issues facing individuals and groups who adopt roles in parenting and caring in contemporary society. Indicative course time: 25%	
	HSC Option Modules (25% total) Select one of the following options: Family and Societal Interactions Government and community structures support and protect family members throughout the lifespan. Indicative course time: 25%	
	Social Impact of Technology The impact of evolving technologies on individuals and lifestyle. Indicative course time: 25%	
	Individuals and Work Contemporary issues confronting families as they manage their roles within both their family and work environments. Indicative course time: 25%	
<b>COURSE REQUIREMENTS:</b> As part of the HSC students are required to complete an independent research project.		

<b>SPORT LIFESTYLE AND RECREATION</b>	
2 Units for each of Year 11 and Year 12 Board Endorsed Course	<b>Exclusions:</b> Students studying this course cannot study the 2-unit PD Health PE course.
<b>Special Requirements:</b> Nil	<b>Course Contribution:</b> \$25
<b>Time Rating:</b> 1	<b>Difficulty Rating:</b> 1
<b>Target Audience:</b>	This course is designed for students with a strong interest and passion for sport, fitness, and recreation. Students must be willing to participate in a wide range of sports and physical activities. There is a theory component that students must complete including fitness programs, research tasks, rules and policies of sports and organisational structures.
<b>Course Description</b>	
This course encourages students to continue to develop their knowledge, skills and understanding of the role of physical activity, sport, a healthy lifestyle, and recreation with fitness in everyday life. Participation in this course will give the students' knowledge, understanding through involvement in such areas as skilled movement, sports coaching, and the recreational and sociological perspectives of sport. There will be the opportunity for students to enhance and refine their own physical skills in a variety of activities.	
<b>MAIN TOPICS COVERED</b> Modules in Sport Lifestyle & Recreation: Aquatics, Athletics, Dance, First Aid, Sports Injuries, Fitness, Games and Sports Application, Gymnastics, Healthy Lifestyle, Individual Games and Sports Application, Outdoor Recreation.	

<b>PERSONAL DEVELOPMENT, HEALTH &amp; PHYSICAL EDUCATION</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions: NIL</b>
<b>Special Requirements: NIL</b>		<b>Course Contribution: NIL</b>
<b>Time Rating: 2</b>		<b>Difficulty Rating: 2</b>
<b>Target Audience:</b>	This course is designed for students who have an interest in Health, Fitness, and Improving Performance in Sport. Both the Preliminary and HSC courses are theory-based courses with limited time for practical application. It would benefit students wishing to pursue interests after school such as: Complementary Health Care (Physiotherapy, Podiatry, and Osteopathy), Nursing, Sports Medicine, Sports Science, Health Science and Community Health Care Services.	
<b>COURSE DESCRIPTION</b>		
<p>The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.</p> <p>In the Year 12 course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on improving sporting performance.</p>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
<p>Core Topics (60%)</p> <ul style="list-style-type: none"> <li>• Better Health for Individuals</li> <li>• The Body in Motion</li> </ul> <p>Optional Components (40%) Students to select two options each from</p> <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Composition and Performance</li> <li>• Fitness Choices</li> <li>• Outdoor Recreation</li> </ul>	<p>Core Topics (60%)</p> <ul style="list-style-type: none"> <li>• Health Priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul> <p>Optional Component (40%) Students to select two options each from</p> <ul style="list-style-type: none"> <li>• The Health of Young People</li> <li>• Sport and Physical Activity in Australian Society</li> <li>• Sports Medicine</li> <li>• Improving Performance</li> <li>• Equity and Health</li> <li>•</li> </ul>	
<b>COURSE REQUIREMENTS:</b> Students must complete all assessments tasks and course work and sit the HSC Exam.		



# Creative and Performing Arts

**SUBJECT DESCRIPTIONS OF COURSE OFFERED AT JAMES FALLON 2021/2022**  
**CONTACT: Ms Katrina Joss**

<b>DANCE</b>	<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
<b>Special Requirements:</b> NIL	<b>Course Contribution:</b> \$12
<b>COURSE DESCRIPTION</b>	
<b>MAIN TOPICS COVERED</b>	
<p><b>YEAR 11 COURSE</b>  Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. Components to be completed are:  Performance (40%)  Composition (20%)  Appreciation (20%)  Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class).</p>	<p><b>YEAR 12 COURSE</b>  Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology  Core (60%) Performance 20%,  Composition 20%, Appreciation 20%  Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.</p>
<p><b>COURSE REQUIREMENTS:</b>  The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses.  The published Course Prescriptions, which may change in total or in part every three years, indicate works and artists to be studied in the Year 12 Course in Core Appreciation and Major Study Appreciation.</p>	

<b>DRAMA</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Projects developed for assessment in one subject cannot be used for assessment in another
<b>Special Requirements:</b> NIL		<b>Course Contribution:</b> \$50/year
<b>Time Rating:</b> 3		<b>Difficulty Rating:</b> 2
<b>Target Audience:</b>	Students who can think creatively and visually and have an interest in performing.	
<p><b>COURSE DESCRIPTION</b></p> <p>Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.</p> <p>Drama requires a great deal of peer trust, therefore plays an important role in teaching communication, listening, and empathy skills. Studying drama is demanding and students will be required to attend after hours rehearsals.</p> <p>Year 11 course content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas.</p> <p>Year 12 Course content</p> <p>Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces.</p> <p>The Group Performance of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes' duration). It provides opportunity for each student to demonstrate his or her performance skills.</p> <p>For the Individual Project students demonstrate their expertise in a particular area. They choose one project from Critical Analysis, Design, Performance, Script-writing or Video Drama</p>		
<b>MAIN TOPICS COVERED</b>		
<b>YEAR 11 COURSE</b>	<b>YEAR 12 COURSE</b>	
Improvisation, Play building, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles	Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project	
<p><b>COURSE REQUIREMENTS:</b></p> <p>The Year 11 course informs learning in the Year 12 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, a published topic list is used as a starting point.</p> <p>The Individual Project is negotiated between the student and the teacher at the beginning of the Year 12 course. Students choosing Individual Project Design or Critical Analysis should 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 Year 12 course when choosing Individual Projects.</p>		

<b>MUSIC 1</b>		<b>Category A</b>
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Music 2
<b>Special Requirements:</b> NIL		<b>Course Contribution:</b> \$10
<b>Time Rating:</b> 2		<b>Difficulty Rating:</b> 2
<b>Target Audience:</b>	Students who are interested in developing their ability to play an instrument and improve their knowledge of various types of music.	
<b>COURSE DESCRIPTION</b>		
<p>Stage 6 Music allows students to explore their own musical interests; instruments, styles and focuses (performing, composing and/or musicology) at a deep and meaningful level. The topics covered allow for diversity and inclusivity and are adjustable according to the individual student's needs.</p> <p>Students are not required to be expert instrumentalists however students will need to practise their instruments and listening skills in order to be successful in this course. Stage 6 music focuses on self-direction and studying music solidifies important real-world skills such as teamwork, negotiation, listening and multitasking. Assumed knowledge for stage 6 is completion of stage 4 (year 7 and 8) music</p>		
<b>MAIN TOPICS COVERED</b>		
<p>Students choose three topics in each year of the course. Within each chosen topic there are performance, composition, musicology, and aural assessment components.</p> <ul style="list-style-type: none"> <li>• An Instrument and its repertoire</li> <li>• Baroque Music</li> <li>• Medieval music</li> <li>• Music and religion</li> <li>• Music for Large Ensembles</li> <li>• Music for Small Ensembles</li> <li>• Music of a culture (preliminary)</li> <li>• Music of the 18th Century</li> <li>• Music of the 20th and 21st Centuries</li> <li>• Renaissance music</li> <li>• Technology and its influence on music</li> <li>• Australian Music</li> <li>• Jazz</li> <li>• Methods of notating music</li> <li>• Music and the related arts</li> <li>• Music for Radio, Television, and multimedia</li> <li>• Music in Education</li> <li>• Music of a culture (HSC)</li> <li>• Music of the 19th Century</li> <li>• Popular Music</li> <li>• Rock Music</li> <li>• Theatre Music</li> </ul>		
<b>COURSE REQUIREMENTS:</b>		
<b>Year 12 course</b>		
In year 12 students choose 3 electives (any combination of performance, composition and musicology) to specialise in.		

PHOTOGRAPHY, VIDEO & DIGITAL IMAGING	
2 Units for each of Year 11 and Year 12 Content Endorsed Course	<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
<b>Special Requirements:</b> Nil	<b>Course Contribution:</b> \$45
<b>Time Rating:</b> 1.5	<b>Difficulty Rating:</b> 2
<b>Target Audience:</b>	This course is designed for students who have a strong interest in working with technology to produce, edit and refine digital images. Students may be seeking future employment in Graphic Design, Digital Imaging, Photography and Video Production.
<b>Course Description</b>	
<p>Photography offers students the opportunity to explore contemporary artistic practices that make use of photography, video, and digital imaging. These fields of artistic practice can reflect students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world.</p> <p>Photography, Video and Digital Imaging offers opportunities for students to investigate the influences of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media and multimedia, and to investigate ways in which these fields of practice have adapted and evolved over the twentieth century. 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 photograph and/or video and/or digital imaging.</p>	
<b>MAIN TOPICS COVERED</b>	
<p>Modules will cover the three broad fields of:</p> <ul style="list-style-type: none"> <li>• Video</li> <li>• Digital Imaging</li> <li>• Photography</li> </ul>	
<b>COURSE REQUIREMENTS:</b>	
Students are required to keep a <b>visual diary</b> throughout the course.	

<b>VISUAL DESIGN</b>	
2 Units for each of Year 11 and Year 12 Board Endorsed Course	<b>Exclusions:</b> Projects developed for assessment in one subject cannot be used for assessment in another.
<b>Special Requirements:</b> Nil	<b>Course Contribution:</b> \$45
<b>Time Rating:</b> 1.5	<b>Difficulty Rating:</b> 2
<b>Target Audience:</b>	This course is designed for students with a strong interest in the field of design. A passion for the design process in areas of Graphic Design, Printmaking and Product Design.
<b>Course Description</b>	
<p>The Visual Design course enables students to explore the practices of: -</p> <ul style="list-style-type: none"> <li>• Graphic Design (incorporating lay out skills, digital photography, and computer imaging)</li> <li>• Printmaking Illustration, Cartooning</li> <li>• Ceramics (functional pieces and sculptures) Industrial design</li> <li>• Product Design (packaging, furniture, industrial)</li> <li>• Wearable Design (Clothing and Image, Jewellery and Accessories, Textiles)</li> <li>• Interior/Exterior Design (Structure and environments, Stage Sets, Interiors)</li> </ul> <p>The Visual Design course enables students to :-</p> <ul style="list-style-type: none"> <li>• Study the ways images and objects are created, interpreted, valued, and used in our society</li> <li>• Develop skills required to design and make works</li> </ul> <p>Know the practices used by designers and the career options available in these fields</p>	
<b>MAIN TOPICS COVERED</b>	
Graphic Design, Printmaking Illustration, Wearable Design, Product Design, Interior/Exterior Design	
<b>COURSE REQUIREMENTS:</b>	
Students are required to keep a visual diary.	

<b>VISUAL ARTS</b>		<b>Category A</b>	
2 Units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Projects developed for assessment in one subject cannot be used for assessment in another	
<b>Special Requirements:</b> NIL		<b>Course Contribution:</b> \$60	
<b>Time Rating:</b> 2		<b>Difficulty Rating:</b> 2	
<b>Target Audience:</b>	Students must have a strong passion and interest in an area of Art making.		
<b>COURSE DESCRIPTION</b>			
The Visual Arts course provides for students with an interest in the Visual Arts who may or may not have had experience in the subject in Years 7 –10 (Stages 4-5)			
Visual Arts is offered as a course for students with a wide range of needs, abilities, and interests. The course caters for the full range of students through learning opportunities based on a flexible content structure consisting of art making and art theory. These aspects of content can be engaged more broadly and deeply as students develop increasing independence in their practical and theoretical understanding, knowledge, and skills.			
<b>MAIN TOPICS COVERED</b>			
<b>YEAR 11 COURSE</b>		<b>YEAR 12 COURSE</b>	
<ul style="list-style-type: none"> <li>• Artworks in at least 2 forms and use of a Visual Arts diary</li> <li>• A broad investigation of ideas in art criticism and art history</li> </ul>		<ul style="list-style-type: none"> <li>• Development of a 'Body of Work' and use of a process diary</li> <li>• A minimum of 5 Case Studies (4-10 hours each)</li> <li>• Deeper and more complex investigations of ideas in art criticism and art history</li> </ul>	
<b>COURSE REQUIREMENTS:</b>			
Visual Arts Diary, Art Theory Folder			

# VOCATIONAL EDUCATION & TRAINING (VET)

Murray High School offers two VET courses.

<b>COURSE</b>	
Construction	Certificate II in Construction Pathways
Hospitality	Certificate II in Kitchen Operations





## Information for Students Undertaking School Delivered VET Courses

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

### General

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

### Framework and Non-Framework Courses

VET courses are generally broken into two groups, Industry Curriculum Framework (ICF) courses and Board Endorsed Courses (BEC). Both groups will provide units of credit towards the students HSC. Similarly, both groups will give students access to a nationally recognised qualification. Industry Curriculum Framework courses are category B subjects for the purpose of calculating an Australian Tertiary Admission Rank (ATAR). The ATAR is the main method of determining university admission for students seeking university admission at the end of year 12.

**Note: Students must complete a 240-hour course and sit the optional HSC examination.**

**Only ONE Category B course may be used towards the student's ATAR.**

**Board Endorsed Courses cannot be used towards the ATAR.**

### Assessment Procedures

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

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

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

### Optional External HSC Examination

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

### Student Selection, enrolment, and induction procedures

Stage 6 VET courses are available to all students in years 11 and 12. Stage 6 VET courses may also be available to students in years 9 and 10 as "Early Commencement". It is generally recommended that students in Year 9 do NOT undertake "Early Commencement" of Stage 6 VET courses.

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

### **Fees and charges**

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

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

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

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

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

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

### **Work Placement**

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

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

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

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

### **Becoming a School Based Apprentice or Trainee**

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

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

[www.sbatinnsw.info](http://www.sbatinnsw.info)

Unique Student Identifier

From January 2015, all students undertaking Nationally Recognised Training delivered by a Registered Training Organisation must obtain a Unique Student Identifier (USI).

The USI provides easy access to all VET training records and results throughout your life. You can access your USI account online from a computer, tablet or smart phone at any time. You must keep your USI safe and ready to use for further enrolments in VET training.

### **Smart and Skilled**

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

This may impact on positions available within industry sectors for SBATs.

## Construction

 <p><b>NSW</b> GOVERNMENT</p>	<h1 style="text-align: center;">SUPERSEDED - WAITING ON NESAS ADVICE</h1> <h2 style="text-align: center;">Education</h2> <p style="text-align: center;">Public Schools NSW Wagga Wagga, RTO 90333</p>
<p><b>CPC20211 Certificate II in Construction Pathways (Superseded) Replacement qualification will be advised in an updated 2022 course information sheet. <i>Waiting for NESAS advice.</i></b></p> <p><b>Entry Requirements:</b> Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.</p>	
<p><b>Course: Construction</b> (240 indicative hours) 4 Preliminary and/or HSC units in total Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR) Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.</p>	
<p><b>Course Description</b> This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler.</p>	
<p><b>Core Units of Competency</b>            CPCCCM1012A Work effectively &amp; sustainably in the construction industry            CPCCCM1013A Plan and organise work            CPCCCM1014A Conduct workplace communication            CPCCCM1015A Carry out measurements and calculations            CPCCCM2001A Read and interpret plans and specifications            CPCOHS2001A Apply OHS requirements, policies &amp; procedures in the construction industry</p>	
<p><b>Elective Units of Competency</b>            CPCCCA2002B Use carpentry tools and equipment            CPCCCA2011A Handle carpentry materials            CPCCCM2004A Handle construction materials            CPCCCM2006B Apply basic levelling procedures            CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground            CPCCWHS1001 Prepare to work safely in the construction industry. (White Card)            Options: To gain the qualification and be eligible for the HSC, <b>Option1 must be completed.</b>            Option 1            CPCCJN2001A Assemble components            CPCCJN2002B Prepare for off-site manufacturing process            This course contains two additional units above the qualification to meet NESAS HSC requirements.  <b>Refer to the TAS for the qualification packaging rules.</b></p>	
<p><b>Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.</b></p>	
<p><b>Qualifications</b> Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for a CPC20211 Certificate II in Construction Pathways. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.</p>	
<p><b>Competency-based Assessment:</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.  <b>N Determinations:</b> Where a student has not met NSW Education Standards Authority (NESAS) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.  <b>External Assessment (optional HSC examination):</b> Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.  <b>Complaint or Appeals:</b> Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.</p>	
<p><b>Resources costs:</b> (\$100 plus costs for White Card course) Discuss payment options with your trainer  <b>Refund Arrangements:</b> on a pro-rata basis</p>	
<p><b>Delivery Arrangements:</b> Integrated into school timetable</p>	
<p><b>Exclusions:</b> Refer to NESAS Stage 6 VET Board Developed course description.</p>	
<p>A school-based traineeship is available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a></p>	
<p>For more information on possible outcomes please visit the NESAS website: <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet</a></p>	

Disclaimer: This qualification course information sheet may change without notice for example after updates to NESA and the qualification packaging rules

## Hospitality

 <p><b>NSW Education</b> Public Schools NSW Wagga Wagga, RTO 90333</p>
<p>SIT20416 Certificate II in Kitchen Operations</p> <p><b>Entry Requirements:</b> Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.</p>
<p><b>Course: Hospitality</b> (240 indicative hours) 4 Preliminary and/or HSC units in total Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR) Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.</p>
<p><b>Course Description</b> This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks. This qualification provides a pathway for commercial cooks into commercial cookery including work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care, hospitals, prisons, schools. Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.</p>
<p><b>Core Units of Competency</b> BSBWOR203 Work effectively with others SITHCCC001 Use food preparation equipment SITHCCC005 Prepare dishes using basic methods of cookery SITHCCC01 Use cookery skills effectively SITHKOP001 Clean kitchen premises and equipment SITXFSA001 Use hygienic practices for food safety SITXINV002 Maintain the quality of perishable items SITXWHS001 Participate in safe work practices</p>
<p><b>Elective Units of Competency</b> SITHIND002 Source &amp; use information on the hospitality industry SITXFSA002 Participate in safe food handling practices SITHCCC002 Prepare and present simple dishes SITHCCC006 Prepare appetisers and salads SITCCC003 Prepare and present sandwiches BSBSUS201 Participate in environmentally sustainable work practices This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA). <b>Refer to the TAS for the qualification packaging rules.</b></p>
<p><b>Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.</b> <b>Support services may be available to meet needs of individual students.</b></p>
<p><b>Qualifications</b> Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for a SIT20416 Certificate II in Kitchen Operations. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations. Portfolios of evidence are required for some units of competency in this course.</p>
<p><b>Competency-based Assessment:</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency. <b>N Determinations:</b> Where a student has not met the NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification. <b>External Assessment (optional HSC examination):</b> Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification. <b>Complaint or Appeals:</b> Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.</p>
<p><b>Resources costs:</b> \$150.00 Discuss payment options with your trainer <b>Refund Arrangements:</b> on a pro-rata basis</p>
<p><b>Delivery Arrangements:</b> Integrated into school timetable</p>
<p><b>Exclusions:</b> Refer to NESA Stage 6 VET Board Developed course description.</p>
<p>A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a></p>
<p>For more information on possible outcomes please visit the NESA website: <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet</a></p>

**TAFE DELIVERED  
VOCATIONAL  
EDUCATION & TRAINING  
(TVET)**

## Externally Delivered VET (EVET)

Externally Delivered Vocational Education and Training (EVET) courses are delivered by TAFE or other VET Providers. EVET allow school students to gain workplace skills and experience to get a head-start on their career.

EVET allows you to:

- Gain practical, work-related skills to enhance your future employment opportunities.
- Complete units that count towards your Higher School Certificate (HSC).
- Start or complete a nationally recognised VET qualification while still at school.
- When you finish your EVET course, you'll receive a nationally-accredited Certificate qualification or a Statement of Attainment. Most EVET courses articulate into further TAFE, or Private College courses.

EVET courses are offered across a variety of job areas, such as children's services, automotive mechanics, animal studies, human services (nursing), and many more.

Contribution towards Higher School Certificate (HSC) and ATAR

All EVET courses count towards a student's HSC. EVET Industry Curriculum Framework (ICF) courses may contribute to the Australian Tertiary Admissions Rank (ATAR) with students having ability to sit for an optional Higher School Certificate exam. All ICF courses include mandatory work placement of 70 hours over 2 years.

### Work placement

Many EVET courses include some time working in the industry area of your course. This is called 'work placement' and it gives students the chance to learn new skills and apply the skills they have already learnt as part of their course.

Work placement helps students to:

- Gain insights into the kind of career they would like to have
- Make informed decisions about further training and study
- Become more employable
- Be better equipped for business and employment opportunities

When applying for an EVET course, students and their parents will need to show that:

- Career pathway planning is integral to the student's course selection
- The student understands the commitment required, including:
- The completion of all course requirements, including mandatory work placement
- Regular attendance. Students are responsible for arranging their own travel and meeting the travel costs
- Time-tabling issues which may require students to catch up on class work missed at school

Applications to undertake an EVET courses occur during Term 3.

Contact the school's VET Coordinator or Careers Adviser for details on what VET courses are available and how to apply.

NESA Course Name	Delivery Pattern	ATAR Eligible	Location
Animal Studies: Certificate II (58161)	2u x 2yrs (240hrs)	No	National Environmental Centre (Thurgoona)
Automotive: Mechanical Technology (26011)	2u x 2yrs (240hrs)	Yes	Albury
Beauty Services (Make-Up) (43883)	2u x 2yrs (240hrs)	No	Albury
Community Services (58256)	2u x 2yrs (240hrs)	No	Albury
Early Childhood Education and Care (41824)	2u x 2yrs (240hrs)	No	Albury
Electrotechnology (26301)	2u x 2yrs (240hrs)	Yes	Albury
Human Services: Allied Health (27101)	2u x 2yrs (240hrs)	Yes	Albury
Information and Digital Technology: Networking and Hardware (27301)	2u x 2yrs (240hrs)	Yes	Albury
Plumbing - Introduction (52205)	2u x 2yrs (240hrs)	No	Albury

Please check NSW TAFE for course descriptions

## **School-Based Apprenticeships or Traineeships:**

Enjoy the benefits of part-time work and training as part of your HSC.

### **What is a school-based traineeship?**

School based traineeships are available to all Year 10, 11 and 12 students in NSW. The student can begin their SBAT in Year 10 or 11. They allow students to complete a traineeship while at school, combining paid work and training to obtain an industry recognised national qualification and credit towards the HSC. Traineeships undertaken as Board Developed Courses may be used to count towards the ATAR.

### **How is a traineeship organised?**

Once a student and an employer identify they would like to enter into a traineeship agreement, the student should speak to their school careers advisor who will commence the process on their behalf. School based traineeships are established and protected in the same way as a fulltime traineeship. The parties to the traineeship (that is, the employer and the trainee/parent or guardian) sign a training contract. The training contract sets out the responsibilities and obligations of each party. The training contract is prepared and lodged with State Training Services by the chosen Australian Apprenticeship Centre.

### **How long does it take to complete?**

A school-based traineeship is undertaken over two years with completion of the formal training by the end of Term 3 of the HSC year. Trainees are released from school one day per week to undertake the on the job training component. As 100 days (for most courses) of on the job training are required to successfully complete a traineeship, additional days during holiday breaks or on weekends will need to be undertaken. All on the job days are negotiated between the stakeholders at the time of signing the training plan. Formal training is delivered via hard copy workbooks.

### **The training plan**

A training plan will be developed outlining the units of competency to be undertaken over the duration of the traineeship. Units are taken from the NSW Education Standards Authority syllabus and electives are selected to reflect the needs of the employer and student. Every trainee has an individual training plan. The plan also includes a proposed pattern of the on the job and off the job components. Once the plan has been developed in line with NSW Education Standards Authority requirements, a sign-up meeting will be organised for all stakeholders – student, parent/guardian, school, Riverina Institute trainer or their representative, employer and apprenticeship centre.

To find out more and view the variety of apprenticeships/traineeships available, check out the website: <http://www.sbatinnsw.info/>

Further information is available from your school careers advisor or you can contact your local School Engagement Officer through your TAFE campus.



# HSC CHECKLIST

## HSC Requirements

At least six units of Board Developed courses

At least two units of a Board Developed courses in English

At least three courses of two unit value or greater

At least four subjects

At least 12 units of study for the Preliminary course

At least 10 units of study for the HSC course

HSC minimum standard in Reading, Numeracy and Writing

## ATAR Requirements

HSC requirements above which include:

At least 10 units of Board Developed courses which have an external exam, including 2 units of English

At least 8 units of Category A courses

No more than 2 units of a Category B subject in the 10 units of Board Developed courses.

(NOTE: All non-VET Board Developed courses have an exam. Most 2-unit VET Board Developed courses have an optional exam).

# STAFF DIRECTORY

These people can help you make decisions. Find out more about the subjects you wish to do from the personnel listed below.

HEAD TEACHERS can give advice on individual subjects and whether they might suit you.

<p><b>English – Ms Montgomery</b>            English Advanced            English Extension 1 (1U)            English Extension 2 (Year 12 only) (1U)            English Standard            English Studies            Drama            Ancient History            Modern History            History Extension (Year 12 only) (1U)</p>	<p><b>Mathematics – Mr Brownlaw</b>            Mathematics Advanced            Mathematics Extension 1 (1U)            Mathematics Extension 2 (Year 12 only) (1U)            Mathematics Standard 1 &amp; 2            Mathematics Numeracy (CEC)            Computer Applications (BEC)            Information Processes and Technology            Software Design and Development</p>		
<p><b>Science – Mr Robins</b>            Agriculture            Biology            Chemistry            Earth and Environmental Science            Investigating Science            Physics            Science Extension (Year 12 only) (1U)</p>	<p><b>Human Society and Its Environment            – Mr Pollock</b>            Business Studies            Geography            Legal Studies            Society and Culture            Work Studies            Music</p>		
<p><b>PD/Health/PE – Mr Morrison</b>            PD Health PE            Photography &amp; Digital Media (BEC)            Sport Lifestyle and Recreation (BEC)            Visual Design (BEC)            Visual Arts</p>			
<p><b>Technology &amp; Applied Studies – Mr Hawkesworth</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">           Community and Family Studies            Food Technology            Textile &amp; Design            Exploring Early Childhood (BEC)            Hospitality - Kitchen Operations (VET)         </td> <td style="width: 50%;">           Construction Pathways VET            Engineering Studies            Industrial Technology         </td> </tr> </table>		Community and Family Studies Food Technology Textile & Design Exploring Early Childhood (BEC) Hospitality - Kitchen Operations (VET)	Construction Pathways VET Engineering Studies Industrial Technology
Community and Family Studies Food Technology Textile & Design Exploring Early Childhood (BEC) Hospitality - Kitchen Operations (VET)	Construction Pathways VET Engineering Studies Industrial Technology		
<p><b>Careers Advisor-Ms Vine</b>            The Careers Advisor can provide you with information or requirements for entry to Tertiary institutions, TAFE and employment pathways.</p>	<p><b>TAFE/VET</b>            Mr Hawkesworth can answer any questions about the TAFE Delivered VET Courses and school delivered VET courses.</p>		
<p><b>Student Advisor</b>            Your student advisor can point you in the right direction and will keep a record of subjects and progress.</p>	<p><b>Counsellor</b>            The counsellor can help with stress management or other problems which may arise at home or at school.</p>		

