

YANCO AGRICULTURAL HIGH SCHOOL

Prospectus of Year 11 and Preliminary Courses



Year 11 2021
HSC 2022

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Principal's Message to Students

As Year 10 students you are about to make one of the most important decisions of your young lives. This decision may have a significant impact on your future. The next two years will be a challenge, but it is most important that you make the most of the opportunities you are given.

If a student leaves school prior to completing the Higher School Certificate a Record of School Achievement (RoSA) will be produced for them by the New South Wales Education Standards Authority (NESA). On this document will be grades for all subjects completed in both Stage 5 and 6. Grades will also be allocated to your subjects at the end of the Preliminary Course.

Yanco Agricultural High School can offer you a wide range of academic and vocational education courses, as detailed in this booklet. Students in this cohort need to be aware of the decision of the NSW Government that after completing Year 10, students will be required to remain in some form of education, training or employment until they turn 17 years.

Take the time to read this booklet carefully, to learn about the HSC and what it means for you. Talk to your teachers and ask questions. Discuss your choices with your parents/caregivers before you make your final decision. Ensure you make an informed decision – this is your future.

There is much to be learnt from students who have completed the HSC in previous years. Talk to students who are currently in Years 11 and 12. Seek their advice. In the senior school, you are expected to take an increasingly active role in your own learning. You must commit yourself to the hard work necessary to gain a worthwhile HSC, with this hard work beginning on Day 1 Year 11.

Successful students think ahead, stay on task in class, study effectively and prepare well for assessment tasks and examinations. They have clear goals, are positive about themselves, their school and their studies and are enthusiastic about their future.

When selecting your courses for 2021-2022, you should:

- ensure that you satisfy the requirements of the HSC [and an ATAR if thinking of university]
- be realistic about yourself and your abilities
- recognise your skills and limitations and build on your strengths and interests consider your plans for the future
- be well informed - read this booklet carefully, ask questions if you are unsure
- select subjects that you will enjoy studying

The only subject that is compulsory is English; the rest is your choice.

I wish you all the best in your senior studies. Years 11-12 can be the best years of your school life. They will certainly be easier for you if you have chosen your subjects wisely – gather all the information available and make an informed and correct decision for you.

Gary Hunt
Principal

So, You're Staying On

Congratulations for making an important decision: staying on for two years of study at a senior level. As a young adult you must start making decisions about your future. It is important that you choose your subjects for Years 11 and 12 carefully as they will equip you with the skills, knowledge and attributes that will be useful throughout your life.

You may be asking the question: How do I choose subjects in Year 11? My advice to you is to consider the following:

- Your interests: choose subjects that you enjoy and have experienced success with in the past
- Your abilities: assess your skills and choose subjects based on those skills
- Your future career aspirations: choose subjects that will help you reach your career and employment goals. If you are unsure of what these are speak to the Careers Adviser.

It is not advisable to base your subject choices on the following:

1. Friends: Your friends often have different interests and abilities from yours
2. Teachers: Don't choose a subject because your favourite teacher may be teaching it. Teachers are often given other classes. Choose for you!
3. Rumours: Don't choose a subject you are not interested in, or not good at, because of rumours about marks or scaling
4. 'Easy subjects': None of the subjects you will be able to select from are 'easy subjects'. Your success in any subject depends on your commitment and enthusiasm
5. Boys/girls subjects: There are no separate subjects for boys or girls. If you are good at it or interested in a subject, then it is for you

Carefully read the information in this booklet with your parents/ caregivers. During the next few weeks try to gain as much information as possible from staff and senior students, and feel free to contact me any time regarding subject selection or senior school requirements.

We would like all students to have a fulfilling, successful and rewarding senior program based on wise subject choices. Remember too, that a positive attitude, a consistent effort, and a balanced outlook will ensure that your final two years at Yanco are both personally rewarding and memorable.

Best wishes for the future.

Nathan Cassilles
Careers Adviser

Information about the Higher School Certificate

This booklet is your introduction to the Higher School Certificate (HSC) and the many options which are now available. Some points to remember are:

- The HSC recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- Courses are intended to be linked to further education and training.
- Extension courses enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training (VET) courses may count towards the HSC and will also lead to qualifications recognized across a range of industries.
- The HSC will fairly assess each student's knowledge and skills.
- For each course you will receive easy to understand reports that contain a range of information. These reports provide clear indications of what you have demonstrated, what you know, understand and can do in each course.

If you wish to be awarded a Higher School Certificate:

- You must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the 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 Year 11 and a minimum of 10 units in Year 12.
- You must meet the HSC minimum standards for reading, writing and numeracy.

If you wish to be awarded the HSC as a student at Yanco Agricultural High School:

- You must select a minimum of 12 units in Year 11 and a minimum of 10 units in Year 12. Both Year 11 and the HSC pattern of study must include the following:
 - ✓ At least 6 units of Board Developed Category A courses as well as at least 2 units of English.
 - ✓ At least three courses of 2 units value or greater.
 - ✓ At least four subjects.
 - ✓ At most 6 units of Year 11 Science courses and 7 units of Year 12 Science courses can contribute to HSC eligibility.
 - ✓ You must complete the 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 required Higher School Certificate Examinations.
 - ✓ You may study a maximum of six 2-unit courses and two 1-unit courses.
 - ✓ Meet the HSC minimum standards in reading, writing and numeracy.

Additional information can be found in the NESA publication, *Studying or the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*. This booklet contains all the HSC rules and requirements.

Student subject choices will remain in accordance with the subject lines established by Yanco Agricultural High School, as this is important for the organisation of the Timetable. These lines may vary from year to year dependent upon the composition and demands of the cohort. If numbers are insufficient to feasibly run a course originally offered, then that course may be withdrawn from the curriculum. In cases such as this, students will be required to select another course.

Where the Head Teacher considers that a student's subject selection is inappropriate, it may be recommended that the student reconsider their selection. In such cases, recommendations will be made in consultation with the students and their parents/caregivers.

Students are only permitted to change courses after consultation with the relevant Head Teacher, the Careers Adviser and the Deputy Principal (Day School). Such changes will only be considered after the student has displayed that they have adequately made an attempt at the course. Movement from one course to another will be dependent on vacancies.

Assessment and Reporting

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

The standards that are expected are linked to syllabus outcomes identified by the NESA. Both the Assessment tasks conducted at Yanco Agricultural High School and the Higher School Certificate Examination will match your performance to a set of standards expected. The current Higher School Certificate focuses on what a student knows and can do (*standards referencing*) and provides a mark accordingly.

Yanco Agricultural High School will provide students with a brief description of Assessment Tasks for the Preliminary Course and the Higher School Certificate outlining the outcomes to be assessed and the components being assessed for each task. Information regarding Assessment will be published in Yanco Agricultural High School's Assessment Policy booklet published early in the new year. Within these booklets there will also be an outline of procedures and the requirements of students.

Also, each student will receive an Assessment Schedule that should be used as a guide for the planning of Assessments. This schedule outlines the timing of each task sat. **Due to the dynamic nature of schools this schedule will be a guide only and may be subject to change.**

School-based assessment tasks will contribute to 50% of your HSC mark. Your school Assessment Mark will be based on your performance in Assessment tasks you have undertaken during the course. For those students applying for an ATAR your Moderated Assessment Marks will contribute to 50% of the ATAR.

The other 50% will come from the HSC examination for each course.

Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course, you will

receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

The Australian Tertiary Admissions Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is a separate item to the Higher School Certificate. In short it is a point score system, based on student achievement in the Higher School Certificate, which provides entrance to Universities and other Tertiary Institutions. For this reason, students may opt for the calculation of the ATAR based on their Higher School Certificate results, or conversely may choose not to have it included.

To be eligible for an ATAR students must complete:

- ✓ At least ten (10) units from Board Developed Courses, with at least two (2) units of English included in these ten units.
- ✓ At least three (3) courses of two-unit value or greater, and at least four subjects The ATAR will be calculated:
 - ❑ Based on an aggregate of marks in ten units of Board Developed Courses, comprising the best two (2) units of English, and the best eight (8) units remaining
 - ❑ Using **NO MORE** than two (2) units of Category B Board Developed Courses.

In developing the ATAR the Universities Admissions Centre distinguish between Category A courses and Category B courses. The effect of this is that only one VET course may be included in the calculation of the ATAR. Hence, students must have at least eight (8) Category A Courses in their Higher School Certificate to have their best ten units counted towards their ATAR.

Students and parents should be mindful that there are a number of ATAR “predictor” programs currently available externally to the Yanco Agricultural High School. These programs are not able to account for the changing requirements of Tertiary Admission from a year-to-year basis, nor are they approved by the UAC. For this reason, the accuracy or credibility of either the Yanco Agricultural High School or the UAC cannot guarantee the data received from such programs.

The University Admissions Centre website is very useful in explaining the ATAR in more detail:

<http://www.uac.edu.au/>

Higher School Certificate Minimum Standard

Literacy and numeracy skills are essential for success in learning and life after school. This is why students are required to demonstrate that they have met a minimum standard in both literacy and numeracy in order to be eligible for the credential of the Higher School Certificate. If students achieve a level three in the online tests of basic reading, writing and numeracy skills, then they will have shown they've met the HSC minimum standard. Students who do not meet the HSC Minimum Standard for literacy and numeracy will still receive a RoSA (Record of School Achievement)

More information can be found at the New South Wales Education Standards Authority (NESA)'s webpage.

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

Subject Selection Advice

Keep in mind the following points when selecting your subjects:

a) **Follow your interests**

There is no point studying a subject that does not interest you. Don't choose subjects based on your friend's decisions.

b) **Know your Abilities, Strengths and Weaknesses**

Choose subjects to study that interest you and in which you are likely to excel.

c) **Think about your Vocational/Interests and Career Choices**

Your subject choices will influence your vocational opportunities. If you wish to go on to tertiary study at university, you need to do subjects that will give you an ATAR.

d) **Understand the Value of a Course for you**

Education is the acquisition of knowledge and skills and is the path to personal growth and future lifestyle. Don't forget the value of learning for its own sake.

e) **Don't Play the Numbers Game**

Don't be tempted to go for subjects that you think will get you marks in the HSC because you believe that a subject will be "scaled up". Your achievement will depend on your determination and sheer hard work. The harder you work the better your mark will be.

f) **Seek Advice**

Remember that there are people who can assist you

- The Principal
- The Careers Adviser
- Teachers
- Your Year Adviser
- Parents

But ultimately you must be satisfied with **your** choice.

Patterns of Study for the Higher School Certificate

There are, of course, restrictions on the courses which any student may choose. The more readily foreseeable restrictions are:

Year 11 candidates for the Higher School Certificate must undertake a program of study comprising at least

12 units of Year 11 or Preliminary courses; and

At least 10 units of Year 12 or Higher School Certificate courses.

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

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

No more than 6 units in Year 11 and 7 units in Year 12 of Science courses can contribute to Higher School Certificate eligibility.

English is the only compulsory subject.

- Fees may be payable for TAFE courses studied through school.
- Industrial Technology does have a cost factor involved with the Major Work. This aspect should be discussed with the relevant teaching staff before selecting these subjects.
- Many University courses have prerequisite subjects which must be studied in High School. Students should make themselves familiar with these requirements before choosing subjects. This is especially important in Mathematics and Science areas. Students should note the section "Subject Selection Advice". They should also consult the Careers Adviser before a final decision is made.
- **Having due regard to the limited resources of the school, courses will run only where there is sufficient demand as to enable the proper allocation of staff to classes.**
- Correspondence Courses through Distance Education may be chosen if compulsory requirements for career paths are not met at Yanco Agricultural High School and the course is available through these options. Self-motivation, self-discipline and organisational skills are **essential** for these subjects.

Changes of subject should be fully discussed with relevant staff and the Careers Adviser before implementation. If students select subjects carefully, having regard to their interests and abilities, changes of subject should not occur.

- The Preliminary or Year 11 course in any subject **must** be completed before the HSC course in that subject can be attempted.

The content covered in the Preliminary or Year 11 course will be regarded as assumed knowledge for the HSC.

The ATAR will be based on the scaled aggregate of the marks in the best ten units in recognised HSC courses, subject to:

- at least two units of English must be included,
- at most two units of Category B subjects may be included.
- students choosing English Studies **and** Year 12 Mathematics Standard 1 will be eligible for the HSC but **will not** receive an ATAR

Other rules apply to calculation of the ATAR when units are accumulated. These should be investigated further if you think they may apply.

Your subject selections will be made online using Edval Choice and need to be completed by Monday 27th July.

Subject Contribution Fees

Subject	Contribution
Design and Technology	\$100
Food Technology	\$140
Industrial Technology	\$100
Music 1	\$10
Textiles and Design	\$80
Advanced Equine Studies	\$110
Certificate II in Agriculture	\$110
Certificate III in Agriculture	\$155
Certificate II in Business	\$30
Certificate I in Engineering	\$180
Certificate II in Hospitality	\$170 plus the purchase of a Hospitality uniform

List of Courses and Categories

Board Developed Courses for the Higher School Certificate

Category A Subjects include:

Agriculture
Biology
Business Studies
Chemistry
English Advanced
English Extension 1
English Standard
Food Technology
Geography
Industrial Technology
Investigating Science
Legal Studies
Mathematics Standard
Mathematics Advanced
Mathematics Extension 1
Modern History
Music 1
Personal Development, Health and Physical Education
Physics
Textiles and Design
Visual Arts

Category B Subjects include:

English Studies

All VET Curriculum Frameworks

Certificate II in Agriculture (240 hours)
Certificate III in Agriculture (360 hours)
Certificate II in Business (240 hours)
Certificate II in Hospitality (240 hours)
Certificate I in Engineering (240 hours) –

You can submit an expression of interest in achieving this credential. At this stage, it is unsure whether the school is able to facilitate this course.

Board Content Endorsed Courses (Non-ATAR)

Advanced Equine Studies
Sport, Lifestyle and Recreation



Content Endorsed Course
(non – ATAR) descriptions
are identified by this
colour coding.

Category A Subjects

Agriculture	Course No: 15010
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>Agriculture provides people with food, fibre, shelter and the possibility of diverse lifestyles. Agriculture is a composite of rural and urban industries that are structured to produce both raw and value added materials from plants and animals to meet identified consumer needs.</p> <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 of the farming system. This is an 'on-farm', environment-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 greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p> <p>Stage 6 Agriculture has been designed to allow students to develop a knowledge and understanding of the interaction between the component parts of agriculture. It caters for a diverse range of students and ability levels. It has the facility to challenge students academically as well as providing students with a range of practical skills and an awareness of technologies associated with agriculture.</p> <p>Because it includes the study of a farm and an agricultural product of particular interest to the students, the relevance of the course is greatly enhanced.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Overview (15%) <input type="checkbox"/> The Farm Case Study (25%) <input type="checkbox"/> Plant Production (30%) <input type="checkbox"/> Animal Production (30%) <p>HSC Course</p> <p>Core (80%)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plant/Animal Production (50%) <input type="checkbox"/> Farm Product Study (30%) 	
<p>Elective (20%)</p> <p>Choose ONE of the following electives to study:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agri-food, Fibre and Fuel Technologies <input type="checkbox"/> Climate Challenge <input type="checkbox"/> Farming for the 21st Century 	
<p>Particular Course Requirements</p> <p>Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.</p>	

Biology	Course No: 11030/15030
2 units for each of Preliminary and HSC Board Developed Course.	Exclusions: Students may study no more than 6 units of Science in Year 11, and no more than 7 units in Year 12.

Course Description

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

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

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

Year 11 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 1: Cells as the Basis of Life	60	*15 hours in Modules 1–4
		Module 2: Organisation of Living Things		
		Module 3: Biological Diversity	60	
		Module 4: Ecosystem Dynamics		

*15 hours must be allocated to depth studies within the 120 indicative course hours.

Year 12 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 5: Heredity	60	*15 hours in Modules 5–8
		Module 6: Genetic Change		
		Module 7: Infectious Disease	60	
		Module 8: Non-Infectious Disease and Disorders		

*15 hours must be allocated to depth studies within the 120 indicative course hours.

Particular Course Requirements

The Year 11 and Year 12 courses each comprise four modules. The skills of Working Scientifically are integrated as course content throughout the syllabus. Each module includes a specific focus on some of the Working Scientifically skills. However, there is scope within each module to engage with all of the Working Scientifically skills.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours in each course, including time allocated to practical investigations in depth studies. 15 hours must be allocated to depth studies within the 120 indicative course hours in Year 11 and Year 12.

Business Studies	Course No: 15040
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nature of business (20%) – the role and nature of business <input type="checkbox"/> Business management (40%) – the nature and responsibilities of management <input type="checkbox"/> Business planning (40%) – establishing and planning a small to medium enterprise <p>HSC Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Operations (25%) – strategies for effective operations management <input type="checkbox"/> Marketing (25%) – development and implementation of successful marketing strategies <input type="checkbox"/> Finance (25%) – financial information in the planning and management of business <input type="checkbox"/> Human resources (25%) – human resource management and business performance 	

Chemistry	Course No: 11050/15050
2 units for each of Preliminary and HSC Board Developed Course.	Exclusions: Students may study no more than 6 units of Science in Year 11, and no more than 7 units in Year 12.

Course Description

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. It explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

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

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

Year 11 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 1: Properties and Structure of Matter	60	*15 hours in Modules 1–4
Module 2: Introduction to Quantitative Chemistry				
Module 3: Reactive Chemistry	60			
Module 4: Drivers of Reactions				

*15 hours must be allocated to depth studies within the 120 indicative course hours.

Year 12 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 5: Equilibrium and Acid Reactions	60	*15 hours in Modules 5–8
Module 6: Acid/base Reactions				
Module 7: Organic Chemistry	60			
Module 8: Applying Chemical Ideas				

*15 hours must be allocated to depth studies within the 120 indicative course hours.

Particular Course Requirements

The Year 11 and Year 12 courses each comprise four modules. The skills of Working Scientifically are integrated as course content throughout the syllabus. Each module includes a specific focus on some of the Working Scientifically skills. However, there is scope within each module to engage with all of the Working Scientifically skills.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours in each course, including time allocated to practical investigations in depth studies. 15 hours must be allocated to depth studies within the 120 indicative course hours in Year 11 and Year 12.

English Advanced	Course No: 11140 – Year 11 15140 – Year 12
2 units for Year 11 and Year 12 (HSC). Board Developed Course.	Exclusions: English Standard; English Studies; English EAL/D
<p>Course Description</p> <p>In the English Advanced Year 11 Course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</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> <p>In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.</p>	
<p>Content</p> <p>Year 11 - The course has two sections:</p> <ul style="list-style-type: none"> • Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. • Two additional modules: <i>Critical Study of Literature</i>, and <i>Narratives that Shape our World</i> in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. <p>Year 12 - The course has two sections:</p> <ul style="list-style-type: none"> • The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. • Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes. 	
<p>Course Requirements</p> <p>Across the English Advanced Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • texts with a wide range of cultural, social and gender perspectives. <p>Year 11 - Students are required to study:</p> <ul style="list-style-type: none"> • 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>Year 12 - Students are required to study:</p> <ul style="list-style-type: none"> • 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 <i>Module C: The Craft of Writing</i> • at least one related text in the <i>Common module: Texts and Human Experiences</i>. 	

English Extension	Course No: Ext 1: 11150 – Year 11 15160 – Year 12 Course No: Ext 2: 15170
1 unit for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.	Prerequisites: (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 Exclusions: English Standard; English Studies; English EAL/D.
<p>In the English Extension Year 11 Course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.</p> <p>In 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.</p> <p>In the English Extension 2 Year 12 Course, students develop a sustained composition, and document their reflection on this process.</p> <p>In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.</p>	
<p>Content</p> <p>Year 11 The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project.</p> <p>Year 12 English Extension 1 course – The course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study. The electives are: Literary homelands, Worlds of upheaval, Reimagined worlds, Literary mindscapes, Intersecting worlds</p> <p>English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.</p>	
<p>Course Requirements: Across Stage 6 the selection of texts should give students experience of the following as appropriate:</p> <ul style="list-style-type: none"> • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts. <p>Year 11 - Students are required to:</p> <ul style="list-style-type: none"> • examine a key text from the past and its manifestations in one or more recent cultures • explore, analyse and critically evaluate different examples of such texts in a range of contexts and media • undertake a related research project. <p>Year 12 - In the English Extension 1 course students are required to study:</p> <ul style="list-style-type: none"> • at least three prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document) • at least TWO related texts. <p>In the English Extension 2 course students are required to Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.</p> <p>Students can choose to compose in ONE of the following forms: short fiction, creative non-fiction, poetry, critical response, script – short film, television, drama, podcasts – drama, storytelling, speeches, performance poetry, multimedia.</p>	

English Standard	Course No: 11130 – Year 11 15130 – Year 12
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.	Exclusions: English Advanced; English Studies; English EAL/D; English Extension
<p>In the English Standard Year 11 Course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.</p> <p>In the English Standard Year 12 Course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts. In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.</p>	
<p>Year 11: The course has two sections:</p> <ul style="list-style-type: none"> • Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. • Two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> in which students explore and examine texts and analyse aspects of meaning. <p>Year 12: The course has two sections:</p> <ul style="list-style-type: none"> • The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. • Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. 	
<p>Course Requirements</p> <p>Across the English Standard Stage 6 Course students are required to study:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • texts with a wide range of cultural, social and gender perspectives. <p>Year 11: Students are required to study:</p> <ul style="list-style-type: none"> • one complex multimodal or digital text in Module A (this may include the study of film) • one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet • a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts • a wide range of additional related texts and textual forms. <p>Year 12: Students are required to study:</p> <ul style="list-style-type: none"> • at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts • at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i> • at least one related text in the <i>Common module: Texts and Human Experiences</i>. 	

Food Technology	Course No: 15180
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Food Availability and Selection (30%) <input type="checkbox"/> Food Quality (40%) <input type="checkbox"/> Nutrition (30%) <p>HSC Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Australian Food Industry (25%) <input type="checkbox"/> Food Manufacture (25%) <input type="checkbox"/> Food Product Development (25%) <input type="checkbox"/> Contemporary Nutrition Issues (25%) 	
<p>Particular Course Requirements</p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>	

A subject contribution fee of \$140 is required to cover some consumable materials utilised in this course.

Geography	Course No: 15190
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biophysical Interactions – how biophysical processes contribute to sustainable management. <input type="checkbox"/> Global Challenges – geographical study of issues at a global scale. <input type="checkbox"/> Senior Geography Project – a geographical study of student's own choosing. <p>HSC Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ecosystems at Risk – the functioning of ecosystems, their management and protection. <input type="checkbox"/> Urban Places – study of cities and urban dynamics. <input type="checkbox"/> People and Economic Activity – geographic study of economic activity in a local and global context. <p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management, development and natural resource use.</p>	
<p>Particular Course Requirements</p> <p>Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>	

Industrial Technology	Course No: 15200
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses
<p>Course Description Industrial Technology at Stage 6 will develop a student’s knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas at YAHS include Metal and Engineering Technologies; Timber Products and Furniture Technologies.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%) <input type="checkbox"/> Design – elements and principles, types of design, quality, influences affecting design (10%) Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%) <input type="checkbox"/> Production – display a range of skills through the construction of a number of projects (40%) <input type="checkbox"/> Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%) <p>HSC Course The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Industry Study (15%) <input type="checkbox"/> Major Project (60%) <ul style="list-style-type: none"> ○ Design, Management and Communication ○ Production <input type="checkbox"/> Industry Related Manufacturing Technology (25%) 	
<p>Particular Course Requirements In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.</p> <p>In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p>	

A subject contribution of \$100 is required to cover some consumable materials utilised in this course

Investigating Science	Course No: 11215/15215
2 units for each of Preliminary and HSC Board Developed Course.	Exclusions: Students may study no more than 6 units of Science in Year 11, and no more than 7 units in Year 12

Course Description

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Investigating Science is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

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

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

Year 11 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 1: Cause and Effect - Observing Module 2: Cause and Effect – Inferences and Generalisations Module 3: Scientific Models Module 4: Theories and Laws	60	*30 hours in Modules 1–4

*30 hours must be allocated to depth studies within the 120 indicative course hours.

Year 12 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 5: Scientific Investigations Module 6: Technologies Module 7: Fact of Fallacy? Module 8: Science and Society	60	*30 hours in Modules 5–8

*30 hours must be allocated to depth studies within the 120 indicative course hours.

Particular Course Requirements

The Year 11 and Year 12 courses each comprise four modules. The skills of Working Scientifically are integrated as course content throughout the syllabus. Each module includes a specific focus on some of the Working Scientifically skills. However, there is scope within each module to engage with all of the Working Scientifically skills.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours in each course, including time allocated to practical investigations in depth studies. 30 hours must be allocated to depth studies within the 120 indicative course hours in Year 11 and Year 12.

Legal Studies	Course No: 15220
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>	
<p>Preliminary Course</p> <p>Part I – The Legal System (40% of course time) Part II – The Individual and the Law (30% of course time) Part III – The Law in Practice (30% of course time)</p> <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p> <p>HSC Course</p> <p>Core Part I: Crime (30% of course time) Core Part II: Human Rights (20% of course time) Part III: Two options (50% of course time)</p> <p>Two options are chosen from:</p> <ul style="list-style-type: none"> • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter • Workplace • World order <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>	
<p>Particular Course Requirements</p> <p>No special requirements</p>	

Mathematics Standard	Course No: 11236 (Year 11) 15236 (Year 12 Mathematics Standard 2) 30125 (Year 12 Mathematics Standard 1)
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Students may not study any other Stage 6 Mathematics Course in conjunction with the Year 11 or 12 Mathematics Standard course.
<p>Prerequisites:</p> <p>The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:</p> <ul style="list-style-type: none"> • 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>Course Description</p> <p>The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).</p> <p>All students studying the Mathematics Standard 2 course will sit for an HSC examination.</p> <p>All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</p> <p>The study of Mathematics Standard 2 in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs • provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies • provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training. 	

	Mathematics Standard	
	Topics	Subtopics
Year 11 course (120 hours)	Algebra	MS-A1 Formulae and Equations 📎 MS-A2 Linear Relationships
	Measurement	📎 MS-M1 Applications of Measurement MS-M2 Working with Time
	Financial Mathematics	MS-F1 Money Matters
	Statistical Analysis	📎 MS-S1 Data Analysis
		📎 MS-S2 Relative Frequency and Probability

	Mathematics Standard 2	
	Topics	Subtopics
Year 12 Course (120 hours)	Algebra	📎 MS-A4 Types of Relationships
	Measurement	📎 MS-M6 Non-right-angled Trigonometry MS-M7 Rates and Ratios
	Financial Mathematics	📎 MS-F4 Investments and Loans 📎 MS-F5 Annuities
	Statistical Analysis	📎 MS-S4 Bivariate Data Analysis
		📎 MS-S5 The Normal Distribution
	Networks	MS-N2 Network Concepts MS-N3 Critical Path Analysis

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol \diamond . Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.

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

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

The study of Mathematics Standard 1 in Stage 6 enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

Year 12 course (120 hours)	Mathematics Standard 1	
	Topics	Subtopics
	Algebra	📎 MS-A3 Types of Relationships
	Measurement	📎 MS-M3 Right-angled Triangles MS-M4 Rates MS-M5 Scale Drawings
	Financial Mathematics	📎 MS-F2 Investment 📎 MS-F3 Depreciation and Loans
	Statistical Analysis	📎 MS-S3 Further Statistical Analysis
	Networks	MS-N1 Networks and Paths

Mathematics Advanced	Course No: 11255 (Year 11) 15255 (Year 12)
2 units Preliminary (Board Developed Course) 2 units HSC (Board Developed Course)	Exclusions: Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.
<p>Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:</p> <ul style="list-style-type: none"> ▪ Algebraic techniques ▪ Surds and indices ▪ Equations ▪ Linear relationships ▪ Trigonometry and Pythagoras’ theorem ▪ Single variable data analysis and at least some of the content from the following substrands of Stage 5.3: ▪ Non-linear relationships ▪ Properties of Geometrical Shapes. 	
<p>Course Description</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 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> <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> ▪ enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely ▪ provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs ▪ provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning ▪ provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role ▪ provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. 	

Year 11 course (120 hours)	Mathematics Advanced	
	Topics	Subtopics
	Functions	🔗 MA-F1 Working with Functions
	Trigonometric Functions	🔗 MA-T1 Trigonometry and Measure of Angles MA-T2 Trigonometric Functions and Identities
	Calculus	MA-C1 Introduction to Differentiation
	Exponential and Logarithmic Functions	🔗 MA-E1 Logarithms and Exponentials
	Statistical Analysis	🔗 MA-S1 Probability and Discrete Probability Distributions

Year 12 course (120 hours)	Mathematics Advanced	
	Topics	Subtopics
	Functions	🔗 MA-F2 Graphing Techniques
	Trigonometric Functions	MA-T3 Trigonometric Functions and Graphs
	Calculus	MA-C2 Differential Calculus MA-C3 Applications of Differentiation 🔗 MA-C4 Integral Calculus
	Financial Mathematics	🔗 MA-M1 Modelling Financial Situations
	Statistical Analysis	🔗 MA-S2 Descriptive Statistics and Bivariate Data Analysis 🔗 MA-S3 Random Variables

Mathematics Extension 1	Course No: 11250 (Year 11) 15250 (Year 12)
1 units Preliminary (Board Developed Course) 1 units HSC (Board Developed Course)	Exclusions: Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course
<p>Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:</p> <ul style="list-style-type: none"> ▪ Polynomials ▪ Logarithms ▪ Functions and Other Graphs ▪ Circle Geometry 	
<p>Course Description</p> <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. The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.</p> <p>All students studying the Mathematics Extension 1 course will sit for an HSC examination.</p> <p>The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> ▪ enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely ▪ provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively ▪ provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality ▪ provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level ▪ provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics. 	

Year 11 course (60 hours)	Mathematics Extension	
	Topics	Subtopics
	Functions	ME-F1 Further Work with Functions ME-F2 Polynomials
	Trigonometric Functions	ME-T1 Inverse Trigonometric Functions ME-T2 Further Trigonometric Identities
	Calculus	ME-C1 Rates of Change
	Combinatorics	ME-A1 Working with Combinatorics

Year 12 course (60 hours)	Mathematics Extension 1	
	Topics	Subtopics
	Proof	ME-P1 Proof by Mathematical Induction
	Vectors	ME-V1 Introduction to Vectors
	Trigonometric Functions	ME-T3 Trigonometric Equations
	Calculus	ME-C2 Further Calculus Skills ME-C3 Applications of Calculus
	Statistical Analysis	ME-S1 The Binomial Distribution

Modern History	Course No: 11270 – Year 11 15270 – Year 12
2 units for Year 11 and Year 12 (HSC). Board Developed Course.	Exclusions: Nil
<p>Course Description</p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world. The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p>	
<p>Content</p> <p>Year 11</p> <p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> Investigating Modern History (60 indicative hours including ‘The Nature of Modern History’ and ‘Case Studies’) Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies. Historical Investigation (20 indicative hours) The Shaping of the Modern World (40 indicative hours) At least one study from ‘The Shaping of the Modern World’ is to be undertaken. <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p> <p>Year 12</p> <p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours) One ‘National Studies’ topic (30 indicative hours) One ‘Peace and Conflict’ topic (30 indicative hours) One ‘Change in the Modern World’ topic (30 indicative hours) <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>	
<p>Course Requirements</p> <p>Year 11</p> <p>In the Year 11 course, students undertake at least two case studies.</p> <ul style="list-style-type: none"> One case study must be from Europe, North America or Australia, and One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. <p>Year 12</p> <p>Students are required to study at least one non-European/Western topic, for example:</p> <ul style="list-style-type: none"> India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989. 	

Music 1	Course No: 15290
<p>2 units for each of Preliminary and HSC Board Developed Course Exclusions: Music 2 and Extension Music</p>	
<p>Course Description In the Preliminary and HSC courses, students will study the <i>concepts of music</i> through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p>	
<p>Main Topics Covered Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.</p>	
<p>Particular Course Requirements In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.</p> <p>Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.</p>	

A subject contribution of \$10 is required to cover some consumable materials utilised in this course.

Personal Development, Health and Physical Education	Course No: 15320
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>	
<p>Preliminary Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Better Health for Individuals <input type="checkbox"/> The Body in Motion <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> First Aid <input type="checkbox"/> Composition and Performance <input type="checkbox"/> Fitness Choices <input type="checkbox"/> Outdoor Recreation 	<p>HSC Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Health Priorities in Australia <input type="checkbox"/> Factors Affecting Performance <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Health of Young People <input type="checkbox"/> Sport and Physical Activity in Australian Society <input type="checkbox"/> Sports Medicine <input type="checkbox"/> Improving Performance <input type="checkbox"/> Equity and Health
<p>Particular Course Requirements</p> <p>In addition to core studies, students select two options in each of the Preliminary and HSC courses.</p>	

Physics	Course No: 11310/15310
2 units for each of Preliminary and HSC Board Developed Course.	Exclusions: Students may study no more than 6 units of Science in Year 11, and no more than 7 in Year 12

Course Description

The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.

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

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

Year 11 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 1: Kinematics	60	*15 hours in Modules 1–4
Module 2: Dynamics				
Module 3: Waves and Thermodynamics	60			
Module 4: Electricity and Magnetism				

*15 hours must be allocated to depth studies within the 120 indicative course hours.

Year 12 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 5: Advanced Mechanics	60	*15 hours in Modules 5–8
Module 6: Electromagnetism				
Module 7: The Nature Of Light	60			
Module 8: From the Universe to the Atom				

*15 hours must be allocated to depth studies within the 120 indicative course hours.

Particular Course Requirements

The Year 11 and Year 12 courses each comprise four modules. The skills of Working Scientifically are integrated as course content throughout the syllabus. Each module includes a specific focus on some of the Working Scientifically skills. However, there is scope within each module to engage with all of the Working Scientifically skills.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours in each course, including time allocated to practical investigations in depth studies. 15 hours must be allocated to depth studies within the 120 indicative course hours in Year 11 and Year 12.

Textiles and Design	Course No: 15390
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Fashion and Textiles TVET CEC 43480 Fashion Design and Technology TVET CEC 41016
<p>Course Description</p> <p>The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design (40%) <input type="checkbox"/> Properties and Performance of Textiles (50%) <input type="checkbox"/> The Australian Textiles, Clothing, Footwear and Allied Industries (10%). <p>HSC Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design (20%) <input type="checkbox"/> Properties and Performance of Textiles (20%) <input type="checkbox"/> The Australian Textiles, Clothing, Footwear and Allied Industries (10%) <input type="checkbox"/> Major Textiles Project (50%). 	
<p>Particular Course Requirements</p> <p>In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p> <p>In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p>	

A subject contribution of \$80 is required to cover some consumable materials utilised in this course.

Visual Arts	Course No: 15400
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p>Course Description</p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>	
<p>Preliminary Course learning opportunities focus on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the nature of practice in artmaking, art criticism and art history through different investigations <input type="checkbox"/> the role and function of artists, artworks, the world and audiences in the artworld <input type="checkbox"/> the different ways the visual arts may be interpreted and how students might develop their own informed points of view <input type="checkbox"/> how students may develop meaning and focus and interest in their work <input type="checkbox"/> building understandings over time through various investigations and working in different forms. <p>HSC Course learning opportunities focus on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> how students may develop their practice in artmaking, art criticism, and art history <input type="checkbox"/> how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations <input type="checkbox"/> how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations <input type="checkbox"/> how students may further develop meaning and focus in their work. 	
<p>Particular Course Requirements</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Artworks in at least two expressive forms and use of a process diary <input type="checkbox"/> a broad investigation of ideas in art making, art criticism and art history. <p>HSC Course:</p> <ul style="list-style-type: none"> <input type="checkbox"/> development of a body of work and use of a process diary <input type="checkbox"/> a minimum of five Case Studies (4–10 hours each) <input type="checkbox"/> deeper and more complex investigations in art making, art criticism and art history. 	

Category B Subjects

Students will need to be aware that English Studies and Year 12 Mathematics Standard 1 are Category B subjects.

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

English Studies	Course No: 30105 – Year 11 30115 – Year 12
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.	Exclusions: English Advanced; English Standard; English EAL/D; English Extension
<p>Course Entry Guidelines</p> <p>This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training. From the 2019 HSC, students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses. Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESAs. To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.</p>	
<p>Course Description</p> <p>In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes. In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.</p>	
<p>Content</p> <p>Year 11</p> <ul style="list-style-type: none"> • Students study the mandatory module, <i>Achieving through English: English in education, work and community</i> to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. • Students study 2–4 additional syllabus modules (selected based on their needs and interests). • Students may also study an optional teacher-developed module. <p>Year 12</p> <ul style="list-style-type: none"> • The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis. • Students study 2–4 additional syllabus modules (selected based on their needs and interests). • Students may also study an optional teacher-developed module. 	
<p>Course Requirements: Across the English Studies Stage 6 Course students are required to study:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • texts with a wide range of cultural, social and gender perspectives. <p>Year 11 and Year 12 - Students are required to:</p> <ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts including print and multimodal texts • study at least one substantial print text (for example a novel, biography or drama) • study at least one substantial multimodal text (for example film or a television series) • be involved in planning, research and presentation activities as part of one individual and/or collaborative project • develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year • engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. <p>Year 12</p> <p>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.</p>	

Information for Students Undertaking School Delivered VET Courses



Wagga Wagga RTO 90333

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

General

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

Framework and Non-Framework Courses

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

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

Note: Students must complete a 240-hour Industry Curriculum Framework Course to sit the optional HSC examination.

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

Board Endorsed Courses cannot be used towards the ATAR.

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

Assessment Procedures

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

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

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

Optional External HSC Examination

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

Student Selection, enrolment and induction procedures

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

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

Unique Student Identifier

All students undertaking Nationally Recognised Training delivered by a Registered Training Organisation must have a Unique Student Identifier (USI).

The USI provides easy access to all VET training records and results throughout your life. You can access your USI account online. You must keep your USI safe and ready to use for further enrolments in VET training.

Smart and Skilled

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



AHC20116 Certificate II in Agriculture

Entry Requirements:

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

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

Course: Primary Industries (240 indicative hours)

4 Preliminary and/or HSC units in total

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

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

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides an entry level occupational outcome in agriculture. Students will be able to gain skills and knowledge in a range of activities and functions in the production and care of livestock and/or plants, safety, maintaining and using equipment such as tractors, chemical use, interpreting weather and sustainability. Skills gained in this industry transfer to other industries. Job roles and titles vary across different industry sectors. Possible occupations in this industry include farm or station hand/labourer, shearer, livestock breeder/attendant/ stockperson, horticultural assistant and farmer/farm manager.

Core Units of Competency

- AHCWHS201 Participate in WHS processes
- AHCWRK209 Participate in environmentally sustainable work practices
- AHCWRK204 Work effectively in the industry

Elective Units of Competency

- AHCWRK201 Observe and report on weather
- AHCCHM201 Apply chemicals under supervision
- AHCPMG201 Treat weeds
- ACHWRK205 Participate in workplace communications

Healthy Livestock

- AHCLSK202 Care for health and welfare of livestock
- AHCLSK205 Handle livestock using basic techniques
- AHCLSK206 Identify and mark livestock
- AHCLSK204 Carry out regular livestock observations
- AHCMOM202 Operate tractors
- AHCMOM304 Operate machinery and equipment
- AHCBIO201 Inspect and clean machinery for plant, animal and soil
- AHCLSK211 Provide feed for livestock
- AHCLSK209 Monitor water supplies
- AHCINF202 Install, maintain and repair farm fencing
- AHCINF201 Carry out basic electric fencing operations
- AHCLSK316 Prepare livestock for competition

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for AHC20116 Certificate II in Agriculture. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards AHC20116 Certificate II in Agriculture.

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

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

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

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

Resources costs: (TBC)

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: school timetable

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

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

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

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



AHC30116 Certificate III in Agriculture

Entry Requirements:

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

Course: Primary Industries (360 indicative hours: 240 hrs and 120 hrs HSC specialisation study)

6 Preliminary and/or HSC units in total (4 units (240 hour) and 2 units specialisation study)

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 105 hours: (70 (240 hr) and 35 (120hr specialisation study) of work placement to meet the requirements of the HSC.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides an entry level occupational outcome in agriculture. Students will be able to gain skills and knowledge in a range of activities and functions in the production and care of livestock and/or plants, safety, maintaining and using equipment such as tractors, chemical use, interpreting weather and sustainability. Skills gained in this industry transfer to other industries. Job roles and titles vary across different industry sectors. Possible occupations in this industry include farm or station hand/labourer, shearer, livestock breeder/attendant/ stockperson, horticultural assistant and farmer/farm manager.

Core Units of Competency

- AHCWHS301 Contribute to work health and safety processes
- AHCWRK309 Apply environmentally sustainable work practices

Elective Units of Competency

- AHCWRK302 Monitor weather conditions
- AHCCHM303 Prepare and apply chemicals
- AHCCHM304 Transport and store chemicals
- AHCMOM202 Operate tractors
- AHCMOM304 Operate machinery and equipment
- AHCWRK204 Work effectively in the industry
- AHCWRK205 Participate in workplace communications
- AHCLSK309 Implement animal health control programs
- AHCLSK301 Administer medication to livestock
- AHCLSK308 Identify and draft livestock
- AHCLSK331 Comply with industry animal welfare requirements
- AHCINF303 Plan and construct conventional fencing
- AHCINF302 Plan and construct an electric fence
- AHCLSK305 Maintain livestock water supplies
- AHCLSK311 Implement feeding plans for livestock
- AHCLSK316 Prepare livestock for competition
- AHCLSK205 Handle livestock using basic techniques
- AHCPMG201 Treat Weeds

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

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for AHC30116 Certificate III in Agriculture. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards AHC30116 Certificate III in Agriculture.

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

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

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

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

Resources costs: (TBC)

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: school timetable

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

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



BSB20115 Certificate II in Business

Entry Requirements:

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

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

Course: Business Services (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Business Services includes functions related to advertising, accounting, business communication, human resources, legal work, management, market research, sales and marketing and secretarial and technology applications. Students will acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. Occupations in the business service industry include administration assistant, clerical worker, data entry operator, information desk clerk, office junior receptionist.

Core Units of Competency

BSBWHS201 Contribute to health and safety of self and others

BSBCUS201 Deliver a service to customers

BSBIND201 Work effectively in a business environment

BSBINM201 Process and maintain workplace information

BSBSUS201 Participate in environmentally sustainable work practices

TLIP2029A Prepare and process financial documents

BSBINN201 Contribute to workplace innovation

Elective Units of Competency

BSBITU307 Develop keyboarding speed and accuracy

BSBITU211 Produce digital text documents

BSBITU213 Use digital technologies to communicate remotely

BSBINM202 Handle mail

BSBITU212 Create and use spreadsheets

BSBCMM201 Communicate in the workplace

BSBWOR202 Organise and complete daily work activities

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

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

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a BSB20115 Certificate II in Business. 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 BSB20115 Certificate II in Business.

<p>Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.</p> <p>N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.</p> <p>External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF qualification.</p> <p>Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.</p>
<p>Resources costs: \$30</p> <p>Refund Arrangements: on a pro-rata basis</p>
<p>Delivery Arrangements: Timetabled periods</p>
<p>Exclusions : Nil</p>
<p>A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/</p>
<p>For more information on possible outcomes please visit the NESA website: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet</p>



SIT20316 Certificate II in Hospitality

Entry Requirements:

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

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

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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

Course Description

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

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

Core Units of Competency

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

Elective Units of Competency

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

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

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

Qualifications

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

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

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

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

Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.
Resources costs: (TBC)
Refund Arrangements: on a pro-rata basis
Delivery Arrangements: school timetable
Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.
A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/



You can submit an expression of interest in achieving this credential. At this stage, it is unsure whether the school is able to facilitate this course.

MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways

Entry Requirements:

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

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

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

Course Description

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

Core Units of Competency

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

Elective Units of Competency

- MEM16006 Organise and communicate information (MEM10119)
MEM11011 Undertake manual handling (MEM10119)
MEM18001 Use hand tools (MEM10119)
MEM18002 Use power tools/handheld operations (MEM10119)
MEM12024 Perform computations (MEM10119)
MEM16008 Interact with computer technology (MEM10119)
MEM07032 Use workshop machines for basic operations (MEM10119)
MEM07024 Operate and monitor machine processes (optional-MEM10119)
MEM07028 Operate computer controlled machines and processes (optional-MEM10119)
MEMPE001A Use engineering workshop machines (MEM20413)
MEMPE002A Use electric welding machines (MEM20413)
MEMPE004A Use fabrication equipment (MEM20413)

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

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

Qualifications

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

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

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

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

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

Resources costs: (TBC)

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: school timetable

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

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

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

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

Board Endorsed Courses

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

Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses.

Schools may also develop special courses in order to meet student needs. These courses must be approved by the Board of Studies.

There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses. Course descriptions for Vocational Education and Training (VET) Board Endorsed Courses, both VET Content Endorsed Courses and locally designed VET Board Endorsed Courses, are available on the Vocational Education page of the NSW Education Standards website at:

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

Advanced Equine Studies	Course No: TBA
This course is available pending final approval from NESAs.	Exclusions: No prerequisite course.
<p>Course Entry Guidelines</p> <p>The Advanced Equine Studies Course is an extension on the stage 5 Equine Studies Course; however, it is not essential to have completed the Stage 5 course as a prerequisite.</p> <p>This course aims to develop foundation skills for working with horses in a range of situations. Students learn skills to apply anatomy and physiology to gain a better understanding of horse health and the way the horse moves. Students develop knowledge to better prepare the equine athlete and meet the welfare needs of horses. This course allows students to develop an appreciation and awareness of the safe work practices and management of the horse.</p> <p>This course will require the students to have access to a horse at school to complete some units of work. Please see the Equine Police for more information regarding suitable horses.</p>	
<p>Course Description</p> <p>In Advanced Equine Studies, the students will learn to work safely with horses in the workplace and competition environment. They will gain skills to manage injury, perform routine health checks, and assist the vet, farrier and other equine health professionals. They will develop a range of horse husbandry skills and be able to perform these to industry standard in a range of situations. The students will be introduced to anatomy and physiology of the horse and learn to connect this knowledge with the horse as an athlete. They will gain an understanding of how the horses move and the impact of this on the performance ability of the horse, as well as how the rider can influence the way the horse moves and performs as an athlete.</p>	
<p>Modules</p> <ol style="list-style-type: none"> 1. Safe horse Handling 2. Horse Health and Welfare 3. Horse Husbandry 4. Applied Anatomy and Physiology 1 5. Applied Anatomy and Physiology 2 6. Locomotion and Biomechanics 7. Preparing the Equine Athlete 8. Horse Breeding 	
<p>Skills: Across the Advanced Equine Studies Course Students will learn to:</p> <p>Year 11 and Year 12</p> <ul style="list-style-type: none"> • Demonstrate the ability to maintain a safe work environment • Select and use and maintain a range of equipment when working with horses • Identify signs and symptoms of a range of ailments that affect horses and understand the treatment protocols • Demonstrate the ability to communicate and record health and welfare needs to horse industry professionals • Describes the relationship between anatomy and physiology and performance • Explains the relationship between conformation, biomechanics and performance • Evaluates physical performance capacity of horse and handler and designs a strategic plan to improve performance outcome • Applies evidence-based and ethologically-sound training methods when working with horses <p>Note Student will require a horse at school for the completion of some modules.</p>	

Sport, Lifestyle and Recreation						
Content Endorsed Course		Exclusions: Nil				
<p>Course Description</p> <p>Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.</p> <p>Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.</p> <p>Through the study of Sport, Lifestyle and Recreation students will develop:</p> <ul style="list-style-type: none"> • knowledge and understanding of the factors that influence health and participation in physical activity • knowledge and understanding of the principles and processes impacting on the realisation of movement potential • the ability to analyse and implement strategies that promote health, physical activity and enhanced performance • a capacity to influence the participation and performance of self and others • a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential 						
Units and Years of Study	Hours	Preliminary / HSC	Number of Modules			
2 units / 2 years	240	120 hours Preliminary plus 120 hours HSC	6–12			
<p>Module Options;</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> 1. Aquatics 2. Athletics 3. Dance 4. First Aid and Sports Injuries 5. Fitness </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> 6. Games and Sports Applications I 7. Games and Sports Applications II 8. Gymnastics 9. Healthy Lifestyle 10. Individual Games and Sports Applications 11. Outdoor Recreation </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> 12. Resistance Training 13. Social Perspectives of Games and Sports 14. Sports Administration 15. Sports Coaching and Training </td> </tr> </table>				<ul style="list-style-type: none"> 1. Aquatics 2. Athletics 3. Dance 4. First Aid and Sports Injuries 5. Fitness 	<ul style="list-style-type: none"> 6. Games and Sports Applications I 7. Games and Sports Applications II 8. Gymnastics 9. Healthy Lifestyle 10. Individual Games and Sports Applications 11. Outdoor Recreation 	<ul style="list-style-type: none"> 12. Resistance Training 13. Social Perspectives of Games and Sports 14. Sports Administration 15. Sports Coaching and Training
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Record of Subject Selection

Please fill in this table to have a record of the subjects you have selected and to ensure that your pattern of study meets the requirements for the HSC and an ATAR if you wish to be eligible. **All students must select at least 12 units.**

Note: The unit value for subjects is 2 Units except for those that are shown as 1 Unit. VET courses are indicated by (VET) following the subject name. **You can only count 6 units** of VET courses in Year 11. **If you select a 1 Unit course, you MUST select 13 units of study.**

Remember: Selecting a subject at this stage **does not guarantee** that it will be available for final selection. Further restrictions will be placed on your choices once the subject lines are formed.

Note: You must choose one English course i.e. either English Advanced, English Standard or English Studies (non-ATAR).

<input type="checkbox"/> English Standard	<input type="checkbox"/> English Extension (1 unit)
<input type="checkbox"/> English Advanced	<input type="checkbox"/> English Studies
<input type="checkbox"/> Advanced Equine Studies (Non-ATAR)	<input type="checkbox"/> Physics
<input type="checkbox"/> Agriculture	<input type="checkbox"/> Sport, Lifestyle and Recreation (CEC – Non ATAR)
<input type="checkbox"/> Biology	<input type="checkbox"/> Textiles and Design
<input type="checkbox"/> Business Studies	<input type="checkbox"/> Visual Arts
<input type="checkbox"/> Chemistry	<input type="checkbox"/> Certificate II in Agriculture
<input type="checkbox"/> Food Technology	<input type="checkbox"/> Certificate III in Agriculture
<input type="checkbox"/> Geography	<input type="checkbox"/> Certificate II in Business
<input type="checkbox"/> Industrial Technology	<input type="checkbox"/> Certificate II in Hospitality
<input type="checkbox"/> Investigating Science	<input type="checkbox"/> Certificate I in Engineering Please note, this is an expression of interest in this course.
<input type="checkbox"/> Legal Studies	
<input type="checkbox"/> Mathematics Advanced	
<input type="checkbox"/> Mathematics Extension 1	
<input type="checkbox"/> Mathematics Standard	
<input type="checkbox"/> Modern History	
<input type="checkbox"/> Music 1	
<input type="checkbox"/> Personal Development, Health and Physical Education	

Year 11 Subject Selections using Edval Choice.

Students will receive an email like this with a unique WebCode.

STEP 1: Click: spring.edval.education/login

STEP 2: Enter the following WebCode: QZYNK

STEP 3: Select subjects you want, in order of your PREFERENCE (Important).

STEP 4: Click [Submit].

The link takes the student to a page like this. The notes and rules should be read carefully, and subjects should be selected in order of preference.

The screenshot shows the 'Choice' interface for 'Yr11 Electives'. The user is identified as 'Peter Pan (Test student Yr11)'. The interface is divided into three main sections: Main Units, Reserve Units, and Rules.

Main Units	Subject	Fee	Units
English	English Advanced	\$0	2
Priority 2	Agriculture	\$0	2
Priority 3	Biology	\$0	2
Priority 4	Industrial Technology - Timber (\$4)	\$100	2
Priority 5	Chemistry	\$0	2
Priority 6	Geography	\$0	2
Priority 7	English Extension 1	\$0	1
Priority 8	No selection	\$0	0
Total		\$100	13

Reserve Units	Subject	Fee	Units
Reserve 1	Business Studies	\$0	2
Reserve 2	Legal Studies	\$0	2
Reserve 3	Mathematics Standard	\$0	2
Total			6

Buttons: Cancel, Submit

Rules

- You can't have duplicate subjects.
- If you select English Extension 1 you must select English Advanced
- If you select Mathematics Extension 1 you must select Mathematics Advanced
- Please select at least 2 units of the subjects: English Advanced, English Standard, English Studies.
- You can't have more than 2 units of the subjects: Mathematics Advanced, Mathematics Standard.
- You can't have more than 6 units of the subjects: Biology, Chemistry, Investigating Science, Physics.
- You can't have more than 4 units of the subjects: Industrial Technology - Metal, Industrial Technology - Timber, Music 1, Textiles and Design, Visual Arts.
- You need to request between 12 and 14 main units.
- You need to request at least 6 reserve units.

If the subject selections break any rules, an error message will be displayed, and submission will not be possible until corrections are made.

Once the subject selections are submitted, this confirmation page will be displayed which must be printed, signed by a parent or carer, and returned to the school as a hard copy, email attachment or fax.

Yr11 Electives

Student name: Peter Pan (Test student Yr11) (DUMMY!11)

Notes: Your choices are registered.

Submitted date: Thu. 1 Jan. 1970 10:00:00



Main units

Main Units	Subject	Fee	Units
11ENA	English Advanced		2
11AGR	Agriculture		2
11BIO	Biology		2
11ITT	Industrial Technology - Timber	\$100.00	2
11CHE	Chemistry		2
11GEO	Geography		2
11ENX	English Extension 1		1

Total electives fee: \$100.00

Total units: 13

Reserve units

Reserve Units	Subject	Fee	Units
11BST	Business Studies		2
11LST	Legal Studies		2
11MAS	Mathematics Standard		2

Total units: 6

Please get form signed, and return to school.

Signature: _____
Parent / Carer

If students change their mind, they can submit the form again using the same link and WebCode. Only the most recent submission will be recorded. Remember, the most recent confirmation page must be printed, signed by a parent or carer, and returned to the school.