

YANCO AGRICULTURAL HIGH SCHOOL

Prospectus of Year 11 and Preliminary Courses



Year 11 2023
HSC 2024

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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 2023-2024, 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 – this is most important!

The only subject that is compulsory is English; the rest is your choice, as long as you meet HSC requirements.

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.

Marni Milne
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 recognizes 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 Friday 23rd July. A signed copy of the subject selection form is to be returned to Mrs Ormond by Friday 22nd July.

Subject Contribution Fees

| Subject | Contribution |
|--------------------------------|--|
| Design and Technology | \$100 |
| Food Technology | \$140 |
| Industrial Technology | \$100 |
| Music 1 | \$10 |
| Textiles and Design | \$80 |
| Visual Arts | \$50 |
| Advanced Equine Studies | \$110 |
| Certificate II in Agriculture | \$110 |
| Certificate III in Agriculture | \$155 |
| Certificate II in Business | \$30 |
| 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
Ancient History
Biology
Business Studies
Chemistry
Economics
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 III in Business Services (240 hours)
Certificate II in Hospitality (240 hours)

Board Content Endorsed Courses (Non-ATAR)

Numeracy
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> | |

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| Ancient History | Course No: 11020 (Year 11), 15020 (Year 12) |
| 2 units for each of Preliminary and 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 the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.</p> <p>Exclusions:</p> <ul style="list-style-type: none"> • 16672 Ancient History Life Skills (2 units – Year 11) • 16672 Ancient History Life Skills (2 units – Year 12) • 16699 Human Society and its Environment Life Skills (2 units – Year 11) (where Ancient History is undertaken within the course) • 16699 Human Society and its Environment Life Skills (2 units – Year 12) (where Ancient History is undertaken within the course) | |
| <p>Main Topics Covered</p> <p>Year 11 course</p> <p>The Year 11 course comprises three sections.</p> <p>Investigating Ancient History</p> <p>Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies</p> <p>Features of Ancient Societies</p> <p>Students study at least two ancient societies</p> <ul style="list-style-type: none"> ▪ Historical Investigation <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p> <p><i>Year 12 course</i></p> <p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> ▪ Core Study: Cities of Vesuvius – Pompeii and Herculaneum ▪ One ‘Ancient Societies’ topic ▪ One ‘Personalities in their Times’ topic ▪ One ‘Historical Periods’ topic <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p> | |
| <p>Particular Course Requirements:</p> <p>Year 11 students must undertake at least TWO case studies; one from Egypt, Greece, Rome or Celtic Europe and the other from Australia, Asia, the Near East or the Americas.</p> <p>The Year 12 Course requires study from at least TWO of the following areas; Egypt, the Near East, China, Greece, Rome.</p> | |

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| 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. | | | | |

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| 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 | |

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| 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.

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|--|----------------------|---|----------------------|------------|---------------------|-----------|---------|----------------------------|-----------|---------------------------------------|------------|---|---------------|
| Economics | Course No: 15110 | | | | | | | | | | | | |
| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Nil | | | | | | | | | | | | |
| <p>Course Description Economics develops students' knowledge and understanding of the operation of the global and Australian economy.</p> <p>Students will attain knowledge and skills enabling them to:</p> <ul style="list-style-type: none"> • comprehend the background and implications of contemporary economic issues • discuss appropriate policies to solve economic problems and issues • understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy • identify fluctuations in the global and Australian economies and their likely effects on business • understand reasons for changes in employment patterns • develop analytical, problem-solving and communication skills • identify, using economic thinking, appropriate strategies to protect the natural environment. <p>The discipline of economics has a theoretical basis and economists often debate the relative merits of different theories when assessing economic issues and proposing solutions to economic problems, including economic modelling.</p> <p>Discussion of economic issues dominates the media and politics. By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision-making.</p> <p>Economics can lead to careers in:</p> <table border="0"> <tr> <td>• share, finance or commodities markets</td><td>economic forecasting</td></tr> <tr> <td>• business</td><td>resource management</td></tr> <tr> <td>• banking</td><td>tourism</td></tr> <tr> <td>• environmental management</td><td>insurance</td></tr> <tr> <td>• property development and management</td><td>government</td></tr> <tr> <td>• foreign affairs or economic policy development.</td><td>town planning</td></tr> </table> | | • share, finance or commodities markets | economic forecasting | • business | resource management | • banking | tourism | • environmental management | insurance | • property development and management | government | • foreign affairs or economic policy development. | town planning |
| • share, finance or commodities markets | economic forecasting | | | | | | | | | | | | |
| • business | resource management | | | | | | | | | | | | |
| • banking | tourism | | | | | | | | | | | | |
| • environmental management | insurance | | | | | | | | | | | | |
| • property development and management | government | | | | | | | | | | | | |
| • foreign affairs or economic policy development. | town planning | | | | | | | | | | | | |
| <p>Main Topics Covered</p> <p>Preliminary Course Introduction to Economics – the nature of economics and the operation of an economy Consumers and Business – the role of consumers and business in the economy Markets – the role of markets, demand, supply and competition Labour Markets – the workforce and role of labour in the economy Financial Markets – the financial market in Australia including the share market Government in the Economy – the role of government in the Australian economy.</p> <p>HSC Course The Global Economy – Features of the global economy and globalisation Australia's Place in the Global Economy – Australia's trade and finance Economic Issues – issues including growth, unemployment, inflation, wealth and management. Economic Policies and Management – the range of policies to manage the economy.</p> | | | | | | | | | | | | | |

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| 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 |
| Course Description <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> | |
| Content <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. | |
| Course Requirements <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>. | |

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| 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> | |
| Content Year 11 The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project. 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 English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement. | |
| Course Requirements: Across Stage 6 the selection of texts should give students experience of the following as appropriate: <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> | |

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| 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>. | |

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| 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.

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| 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> | |

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| 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</p> <p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas at YAHS include Metal and Engineering Technologies; Timber Products and Furniture Technologies.</p> <p>Main Topics Covered</p> <p>Preliminary Course</p> <p>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</p> <p>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> <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</p> <p>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

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| 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 | | | | |
| <p>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.</p> | | | | |
| <p>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.</p> | | | | |
| <p>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.</p> | | | | |
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| Year 11 Course (120 hours) | Working Scientifically Skills | Modules | Indicative Hours | Depth Studies |
| | | Module 1: Cause and Effect - Observing | 60 | *30 hours in Modules 1–4 |
| | | Module 2: Cause and Effect – Inferences and Generalisations | | |
| | | Module 3: Scientific Models | 60 | |
| | | Module 4: Theories and Laws | | |
| *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 | 60 | *30 hours in Modules 5–8 |
| | | Module 6: Technologies | | |
| | | Module 7: Fact of Fallacy? | 60 | |
| | | Module 8: Science and Society | | |
| *30 hours must be allocated to depth studies within the 120 indicative course hours. | | | | |
| Particular Course Requirements | | | | |
| <p>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.</p> | | | | |
| <p>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.</p> | | | | |

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| 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> | |

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| Course: Mathematics Standard | Course No: 11236 (Year 11) 15236 (Year 12 Mathematics Standard 2) |
| 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. |
| Prerequisites: 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: <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. | |
| Course Description The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students will study Mathematics Standard 2 Year 12 course. All students studying the Mathematics Standard 2 course will sit the HSC examination. All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework. The study of Mathematics Standard 2 in Stage 6: <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. | |

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| Year 11 course (120 hours) | Mathematics Standard | |
| | Topics | Subtopics |
| | 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 |

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| Year 12 Course (120 hours) | Mathematics Standard 2 | |
| | Topics | Subtopics |
| | 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 |

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| Course: 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 <p>and at least some of the content from the following substrands of Stage 5.3:</p> <ul style="list-style-type: none"> ▪ 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. | |

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| 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 |

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| 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 |

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| Course: 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 |

Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry

Course Description

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

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

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| 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 |

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| 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 |

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| Modern History | Course No: 11270 – Year 11 15270 – Year 12 |
| 2 units for Year 11 and Year 12 (HSC). Board Developed Course. | Exclusions: Nil |
| Course Description <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p> | |
| Content Year 11 <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> Year 12 <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> | |
| Course Requirements Year 11 <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. Year 12 <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. | |

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| Music 1 | Course No: 15290 |
| 2 Units for each of the Preliminary and Higher School Certificate Board Developed Course | Exclusions: 11290 Music 2 (2 units – Preliminary) 15300 Music 2 (2 units – HSC) 15310 Music Extension (1 unit – HSC) 16650 Creative Arts Life Skills (2 units – Preliminary and HSC) (where Music is undertaken within the course) 16656 Music Life Skills (2 units – Preliminary & HSC) |
| Course Description While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music. | |
| Preliminary Course In the Preliminary course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres. | |
| Higher School Certificate Course In the HSC course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres. 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. | |
| Particular Course Requirements Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition. | |

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

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| 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> | |

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| 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.

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| 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.

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| 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. | |

A subject contribution of \$50 is required to cover some consumable materials utilised in this course.

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.

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| 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 |
| Course Entry Guidelines 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 NESA. To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study. | |
| Course Description 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. | |
| Content Year 11 <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. Year 12 <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. | |
| Course Requirements: Across the English Studies Stage 6 Course students are required to study: <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. Year 11 and Year 12 - Students are required to: <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. Year 12 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. | |

Information for Students Undertaking School Delivered VET Courses



Education

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

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

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

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

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

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

Optional External HSC Examination

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

Assessment Procedures

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

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

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

Student Selection, enrolment and induction procedures

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

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

Fees and charges

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

VET Enrolment

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

Freedom of Information and Privacy

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Work Placement

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

School Based Apprenticeships and Traineeships (SBATs)

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

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

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

Unique Student Identifier

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

The USI provides easy access through an online account to all VET training records and results throughout life.



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

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

Optional Clusters

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

Refer to the TAS for the qualification packaging rules.

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

Qualifications

Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for 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: \$155 approx. Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: normal timetabled lessons

Exclusions: Refer to NESA Stage 6 VET Board Developed Course syllabus.

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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>

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



Education

Public Schools NSW Wagga Wagga, RTO 90333

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 (300 indicative hours: ie 240 hrs and 60 hrs HSC specialisation study)

6 or 5 Preliminary and/or HSC units in total (4 units (240 hour) and 1-unit (60 hrs) or 2 units (120 hrs) specialisation study)

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours: (70 (240 hr) 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

AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases

AHCCHM304 Transport and store chemicals

AHCMOM202 Operate tractors

AHCMOM304 Operate machinery and equipment

AHCWRK204 Work effectively in the industry

ACHWRK205 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

Refer to the TAS for the qualification packaging rules.

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

Qualifications

Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for 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.

| |
|---|
| <p>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.</p> <p>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.</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 VET qualification.</p> <p>Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.</p> |
| <p>Resources costs: \$155 approx. Additions expenses may be incurred throughout the delivery of this course. Discuss payment options with your trainer</p> <p>Refund Arrangements: on a pro-rata basis</p> |
| <p>Delivery Arrangements: normal timetabled lessons</p> |
| <p>Exclusions: Refer to NESA Stage 6 VET Board Developed Course syllabus.</p> |
| <p>A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</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> |

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



Education

BSB30120 Certificate III in Business
2023 BUSINESS SERVICES COURSE DESCRIPTOR
Public Schools NSW Wagga Wagga, RTO 90333

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

Course: **Business Services**
 Board Developed Course (240 hour)

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

By enrolling in a VET qualification with Public Schools NSW Wagga Wagga, RTO 90333, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business (Release 1) <https://training.gov.au/training/details/bsb30120>.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve 13 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

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

Units of Competency

| Core | | Electives | |
|--|--|------------------|---|
| BSBCRT311 | Apply critical thinking skills in a team environment | BSBTEC202 | Use digital technologies to communicate in the work environment |
| BSBPFE201 | Support personal wellbeing in the workplace | BSBTEC303 | Create electronic presentation |
| BSBSUS211 | Participate in sustainable work practices | BSBOPS201 | Work effectively in business environments |
| BSBTWK301 | Use inclusive work practices | BSBINS302 | Organise workplace information |
| BSBWHS311 | Assist with maintaining workplace safety | BSBTEC301 | Design and produce business documents |
| BSBXCM301 | Engage in workplace communication | BSBTEC201 | Use business software applications |
| Refer to the TAS for the qualification packaging rules. | | BSBPFE301 | Organise personal work priorities |

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

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

- working within the business services industry involves customer (client) service
- using technology to organise information
- creativity
- critical thinking
- problem solving

Examples of occupations in the business services industry:

| | | |
|------------------------|-----------------------|--|
| medical administration | office administration | information desk operator |
| clerical worker | receptionist | records and information administration |

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

Course Cost: Preliminary - \$xxxx HSC - \$xxxx
School Specific equipment and associated requirements for students

Refunds

Refund Arrangements on a pro-rata basis.
 Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2023 Course Descriptor BSB30120 Certificate III in Business Public Schools NSW Wagga Wagga, RTO 90333

V1.2 Updated March 2022

Disclaimer: If you require accessible documents, please contact your VET coordinator for support



Education

SIT20316 Certificate II in Hospitality
2023 HOSPITALITY COURSE DESCRIPTOR
Public Schools NSW Wagga Wagga, RTO 90333

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

Course: Hospitality

Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

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

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

Recommended Entry Requirements

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

Units of Competency

Core

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

Electives

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

Refer to the TAS for the qualification packaging rules

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

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

Working within the hospitality industry involves

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

- teamwork
- using technologies
- creating documents

Examples of occupations in the hospitality industry:

- café attendant
- catering assistant
- food and beverage attendant

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

Course Cost: Preliminary - \$170 + Hospitality Uniform
School Specific equipment and associate requirements for students

Refunds

Refund Arrangements on a pro-rata basis.
Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2023 Course Descriptor SIT20316 Certificate II in Hospitality Public Schools NSW Wagga Wagga, RTO 90333

V1.2 Updated March 2022

Disclaimer: If you require accessible documents, please contact your VET coordinator for support

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

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>

| | |
|---|---|
| Numeracy | Course No: 30130 (Year 11) 30140 (Year 12) |
| 2 units for each of Preliminary and HSC Content Endorsed Course | Exclusions: Nil |

Prerequisites: Nil

Course Description

The Numeracy Stage 6 Content Endorsed Course (CEC) is a **new course** focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios in areas such as finance, as well as a range of real-life activities requiring numeracy

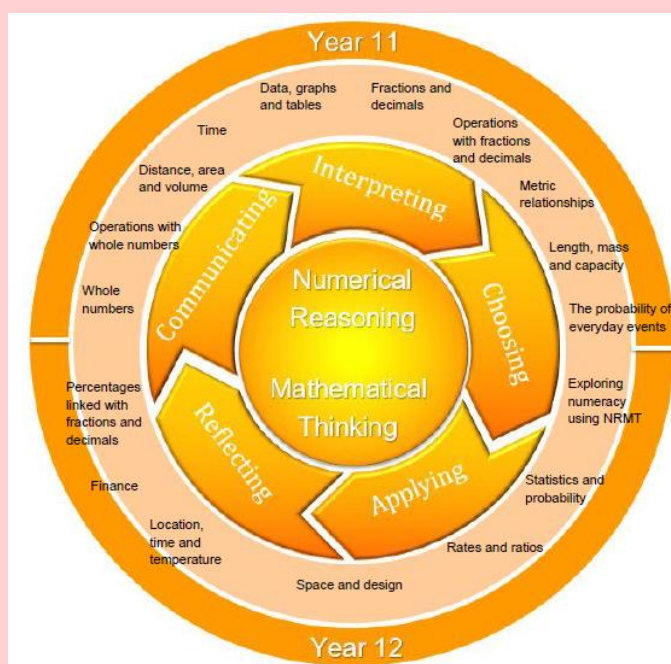
The Numeracy course allows for delivery as a 120-hour course for Year 11, or as a 240-hour course across Years 11 and 12.

As a CEC, **this course does not count towards an ATAR**. It may count towards the Higher School Certificate and appear on the student's Record of School Achievement (RoSA).

The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:

- interpret and use numerical information
- solve problems using visual, spatial, financial and statistical literacy skills
- think mathematically in practical situations
- represent and communicate information
- use the context to determine the reasonableness of solutions
- in order to manage situations and solve problems relating to their present and future needs.



Year 11 course

The Numeracy Year 11 course content comprises 2 modules. The modules are divided into content areas.

Module 1:

- 1: Whole numbers
- 2: Operations with whole numbers
- 3: Distance, area and volume
- 4: Time
- 5: Data, graphs and tables

Module 2:

- 1: Fractions and decimals
- 2: Operations with fractions and decimals
- 3: Metric relationships
- 4: Length, mass and capacity
- 5: Chance

Year 12 course

The Numeracy Year 12 course content comprises 2 modules. The modules are divided into content areas.

Module 3:

- 1: Percentages
- 2: Operations with numbers
- 3: Finance
- 4: Location, time and temperature
- 5: Space and design

Module 4:

- 1: Rates and ratios
- 2: Statistics and probability
- 3: Exploring with NRMT

| Sport, Lifestyle and Recreation | | | |
|--|--|---|-------------------|
| Content Endorsed Course | | Exclusions: Nil | |
| Course Description 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. 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. Through the study of Sport, Lifestyle and Recreation students will develop: <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 |
| Module Options; 1. Aquatics 2. Athletics 3. Dance 4. First Aid and Sports Injuries 5. Fitness | 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 | 12. Resistance Training 13. Social Perspectives of Games and Sports 14. Sports Administration 15. Sports Coaching and Training | |

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.

☐ English Standard

☐ English Extension (1 unit)

☐ English Advanced

☐ English Studies

☐ Agriculture

☐ Physics

☐ Ancient History

☐ Textiles and Design

☐ Biology

☐ Visual Arts

☐ Business Studies

☐ Certificate II in Agriculture

☐ Chemistry

☐ Certificate III in Agriculture

☐ Economics

☐ Certificate III in Business

☐ Food Technology

☐ Certificate II in Hospitality

☐ Geography

☐ Numeracy (CEC – Non-ATAR)

☐ Industrial Technology (Timber)

☐ Sport, Lifestyle and Recreation (CEC – Non-ATAR)

☐ Industrial Technology (Metal)

☐ Investigating Science

☐ Legal Studies

☐ Mathematics Advanced

☐ Mathematics Extension 1

☐ Mathematics Standard

☐ Modern History

☐ Music 1

☐ 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].

Please don't use this code, use the one that was emailed to you.

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.

Choice

Peter Pan (Test student Yr11)

Yr11 Electives

| 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 |

Cancel Submit

| 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 |

Notes

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.



Public Schools NSW Wagga Wagga, RTO 90333

VET ENROLMENT FORM

Personal details Full Name _____ Date of Birth ____/____/____

Privacy Notice: This form contains sensitive information and must be securely stored.

For more information about NCVER's Privacy Policy go to <https://www.ncver.edu.au/privacy>.

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

The Registered Training Authority (RTO) is responsible for the quality of the training and assessment in compliance with The Standards for RTOs 2015 and for the issuance of the Australian Qualifications Framework (AQF) certification documentation, <https://www.asqa.gov.au/about/australias-vet-sector/standards-registered-training-organisations-rtos-2015>.

Prior to enrolment the RTO provides accurate information that enables the learner to make informed decisions about undertaking training with the RTO. Every student is provided with a specific site VET Course Information sheet that provides qualification information.

Complaints and appeals statement

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

For specific RTO procedures please contact your school's VET coordinator.

Fees and refunds

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

If you have a disability, impairment or long-term condition, communicate this with your school to ensure your learning is supported.

Has VET learning support been discussed prior to enrolment? Yes / No

Have you completed the LLN Robot quiz or another LLN assessment prior to enrolment? Yes / No* (* if No please discuss this with your school)

Unique Student Identifier (USI)

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

Each student must provide the school with their USI number before enrolment in a VET course. This USI must be verified by your school.

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

Training Product (Qualification) Details

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

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

| | |
|--|--------------------------|
| SIT20316 Certificate II in Hospitality | <input type="checkbox"/> |
| AHC20116 Certificate II in Agriculture | <input type="checkbox"/> |
| AHC30116 Certificate III in Agriculture (240 hour course + 120 hour or 60 hour SS) | <input type="checkbox"/> |
| BSB30120 Certificate III in Business | <input type="checkbox"/> |

PLEASE RETURN THIS FORM TO: Nathan Cassilles – Vet Coordinator