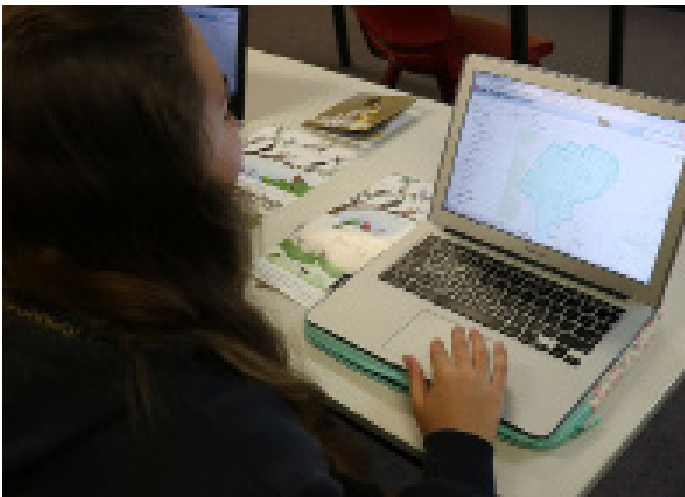


Kurri Kurri High School

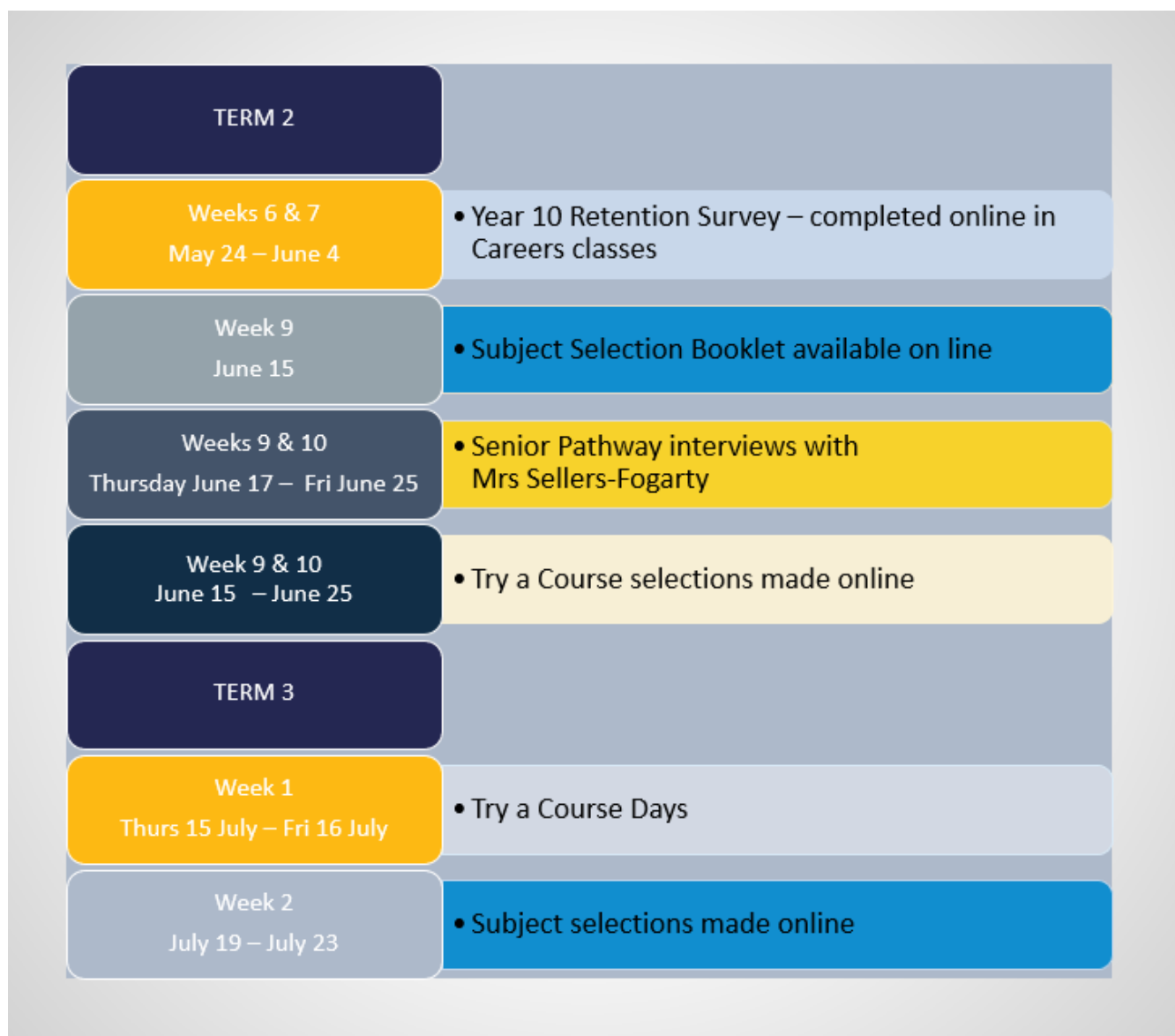
Information Kit
Year 11 HSC, 2022
Year 12 HSC, 2023



Dear Parents and Carers,

The subject selection process for students intending to enrol in Year 11 HSC 2022 – Year 12 HSC 2023 will commence Term 3, 2022. There will be three phases in the process:

- Introduction – select subjects for Try a Course
- Try a Course – 2 x days of Year 11 Course taster lessons
- Selection interviews & online selection



Please note that while students will be registering their interest in certain subjects during the Subject Selection process, the running of subjects in 2022 will be determined by the number of students selecting that course. While your student may select a course, there is no guarantee that the course will run in 2022.

Yours Faithfully,

Ms J Somerville
Deputy Principal Stage 6 Curriculum

An Introduction to YEAR 11 AND HSC COURSES 2022 and 2023

This booklet has been prepared for Year 10 students to assist them in choosing their subjects for the senior school.

Read through the Introduction before you start to make your subject selection. There are important rules that govern your subject choice for the senior school.

YEAR 11 & 12 COURSES

Year 11 - Terms 1, 2 and 3 in 2022

Year 11 Studio School – Terms 1,2, 3 and 4

Year 12 – Term 4 2022 and Terms 1, 2 and 3 2023

Each Year 11 course is a **pre-requisite** for the Year 12 Course. This means that you must study the Preliminary Course of a subject before you can study the HSC Course.

However, it should also be noted that:

- Exemptions for Year 11 Courses may be granted based on a student's prior learning, work experience or other informal course study.
- A student may gain credit transfer towards the HSC for courses studied at TAFE.
- A student may repeat HSC Courses in order to improve marks.

A student can accumulate an HSC over a period of up to 5 years by following a Pathways program of study. Students should consider the pathway they wish to follow in order to gain an HSC and employment. A student may repeat one or more HSC courses but must do so within the **5-year accumulation period**. There are important rules about how you can complete a Pathways program of study. See Ms Somerville if you would like further details.

WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Subjects have a value of 1 unit or 2 units. Most courses are 2 units. Each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

The only courses that have 1 unit value at KKHS are extension courses.

WHAT TYPES OF COURSES CAN I SELECT?

There are very important rules that govern your choice about the types of courses you can study for the Higher School Certificate. Make sure you finish reading all of this section before you start to decide on possible subject and course selection.

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

1. BOARD DEVELOPED COURSES - ATAR COURSES

These courses are developed by the Board of Studies. These have a syllabus written by the Board for each course that contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale

All students entered for the HSC who are studying these courses follow these syllabuses. Most of the courses in this booklet are Board Developed Courses - this is indicated at the top of each section and they are found on the white pages. These courses are examined externally at the end of the HSC Course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

2. BOARD ENDORSED COURSES - NON ATAR COURSES

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

Content Endorsed Courses (CECs) have syllabuses endorsed by BOSTES to cater for areas of special interest not covered in the Board Developed Courses. Sport, Lifestyle and Recreation Studies (SLR) is such a course. Also, some HSC VET (Vocational Education and Training) courses are Content Endorsed Courses.

School Developed Courses - Schools may also design special courses to meet student needs. These courses must be approved by BOSTES. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate. At present, there are no Stage 6 School Developed Courses offered at this school.

Note: Both Board Endorsed Courses count towards the HSC and appear on a student's Record of Achievement. However, they have no external examination and **do not count in the calculation of the ATAR.**

3. VOCATIONAL EDUCATION AND TRAINING (VET) COURSES - Curriculum Frameworks

Vocational Educational and Training (VET) courses are offered as part of the Higher School Certificate. These may be either Board Developed or Board Endorsed Courses. The Board Developed VET courses are Curriculum Framework Courses (ICF) and enable students to study courses that are relevant to industry needs and have clear links to post school destinations.

These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). These courses each have a specific workplace component and a minimum number of hours that students spend in the workplace. Students receive special documentation showing the competencies gained. These courses can be delivered by school, by TAFE or by other providers. Students should note that the VET Framework courses include both the achieving of competencies and the option of sitting for an HSC examination. Framework Courses are classified as Category B subjects and only 2 units (one course) can be included in the ATAR.

The Curriculum Frameworks Courses being offered at this school for 2022 are:

Construction
Hospitality (Food and Beverage)
Engineering
Entertainment

Board Endorsed VET Courses are courses that may not involve an HSC examination and only 1 Category B course can count towards the ATAR. These courses are varied and are delivered by the school or by TAFE. Students will receive further information from the TAFE about courses that can be studied in 2022.

4. EXTENSION COURSES

These courses are listed with their relevant subjects and are 1 unit courses. Students are required to make special application to study extension courses, as these courses involve challenging subject matter and require candidates to work beyond the standard of the 2 unit course. In English and Mathematics, students must complete the Year 11 Extension Course before proceeding to the HSC Extension Course.

5. STAGE 6 NON-ATAR COURSE - STUDIO SCHOOL

In the Studio School we now have 2 streams

- Transition
- Big Picture

The Studio School provides an alternate pathway catering to those students who do not require an ATAR or NESA HSC credentials. It is designed for students who wish to successfully transition to further education or employment.

It will incorporate Project Based Career Focused Learning at school as well as up to two days per week work experience. Students are able to choose electives currently offered at KKHS such as CAFS, Music, Food Technology, Metal and Engineering, Construction, Hospitality and Visual Art.

The Big Picture program in Studio School is designed for students who wish to attain the International Big Picture Learning Credential which will be awarded to graduating Big Picture students on pathways to employment, further training, or university. This credential, warranted by the University of Melbourne, is an alternative credential to the HSC and is designed to capture and measure a broader array of student capacities, experiences and strengths than traditional assessment regimes. In this new system, students are not ranked against others but are evaluated in terms of what they know, value, can do or demonstrate, both in and out of school, and over time. The credential awarded to students consists of a personalised digital transcript, known as a Learner Profile, that represents equally their academic results, and personalised information curated by students in their Online Portfolio.

Entry to the Studio School is through an application process.

6. LIFE SKILLS COURSES

It will be possible for some students with special needs to access a program of study including Life Skills Courses. There are special conditions relating to this particular pattern of study and students and parents need to consider these conditions carefully, before they make their selection. Participation in a Special Program of Study will be based upon an individual transition-planning process that will occur for both the Preliminary and HSC years. Life Skills courses have Board Developed Course status and will contribute to the award of an HSC. Such courses do not contribute to the ATAR.

All senior courses start from Year 11 and do not assume or require prior study in Year 10.

EXCELLENCE RESPECT SAFETY

THE AWARD OF A HIGHER SCHOOL CERTIFICATE

The Higher School Certificate is a credential that is awarded by BOSTES. The Board has established some mandatory requirements that must be met for this award to be achieved.

- You must successfully complete a minimum of 12 units in the Year 11 Course and a minimum of 10 units in the HSC course.
 - Both the Year 11 Course and the HSC Course must include the following:
 - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English.
 - at least three courses of 2 units value or greater.
 - at least four subjects.
 - at most 6 units of courses in Science can contribute to Higher School Certificate eligibility.
- You must sit for and make a serious attempt at the Higher School Certificate examinations.
- You must work with diligence and sustained effort, follow the course syllabus and achieve all or some of the course outcomes.

FURTHER RULES WHEN CHOOSING SUBJECTS AND COURSES:

- English is compulsory (except for students enrolling in Studio School - at least 2 units must be studied in both the Year 11 and HSC Courses).
- Your number of units studied must total at least 12 in the Year 11 Course and at least 10 in the HSC Course.
- Industrial Technology (Metals) excludes Metal and Engineering (Framework).
- Industrial Technology (Electronics) excludes TAFE Electronics (CEC).
- All English and Mathematics students must study Year 11 extension courses before proceeding to HSC extension courses.

GOING TO UNIVERSITY AND THE ATAR

Entry into a university in NSW depends on the Australian Tertiary Admission Rank (ATAR). To be eligible for the ATAR a student must satisfactorily complete at least 10 units (including 2 units of English) of ATAR courses including at least 8 units of Category A courses. Courses completed must include at least 3 Board Developed courses of two units or greater and at least 4 subjects.

The booklet, University Entry Requirements 2022, Year 10 Booklet (for 2020 Yr10 Students), published by UAC contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry; see Mr McKinley. If you do not wish to receive the ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

AVAILABILITY OF SUBJECTS

All subjects listed in this booklet are offered for study in 2021. However, it will depend on the number of students selecting each subject as to whether the school will be able to form a class and deliver the course.

CHANGING SUBJECTS

If you discover early in 2022 that you are not successfully achieving the outcomes for a particular course you have selected, it may be possible for you to make a change in courses. To be able to do this, it is necessary to seek permission from the Careers Advisor or Stage 6 Deputy Principal, stating your reasons. Change of subject is usually only possible very early in the course. Each application will be considered on its merits, with particular emphasis on a consideration of the ability of the student to achieve the outcomes of the new course in the time left remaining.

ASSESSMENT AND REPORTING

School-based assessment tasks will contribute to 50% of your HSC mark. You will receive more information about school-based assessment as you study your courses next year. However, it is essential to remember that your performance in assessment tasks throughout each course will play an important part in your final HSC result.

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

- The HSC Testamur. The official certificate confirming your achievement of all requirements for the award.
- The Record of Achievement: This document lists the courses you have studied and reports the marks and bands you have received.
- Course Reports: For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the Band Descriptors for that course. A graph showing the state-wide distribution of marks in the course will also be provided.

REMEMBER THAT YOU MUST SATISFACTORILY COMPLETE AT LEAST:

- 22 units at the end of the HSC year. That is, 12 units in Year 11 & at least 10 units in Year 12
 - 4 subjects in each Year 11 and HSC years
 - 6 Board Developed Course units for a Year 11 award
 - 6 Board Developed Course units for an HSC award
- AND
- 10 Board Developed Course units if you want the ATAR

How Do I BEST DECIDE WHICH COURSES TO TAKE?

This is an important decision, so take the time to consider the alternatives and make a choice that best suits YOU.

Consider your career goals. Talk with your parents, teachers and our Careers Adviser, who will be able to advise you of the courses you may need for your chosen career OR to assist you with university studies.

Consulting with other people and seeking their advice is very important, but the final decision is yours.

Be guided by your interests. By studying courses that you like, and in which you have ability, you will have more chance of achieving success.

How are students undertaking Life Skills courses assessed?

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

What credential will your child receive on completion of Stage 6?

If your child completes the Year 12 program, including course and assessment requirements, they will receive the Higher School Certificate. Typically, each course report contains:

- **an assessment mark** derived from the mark submitted by the school and produced in accordance with NESA requirements for the school-based assessment program
- **an examination mark** derived from the HSC external examination
- **an HSC mark**, which is the average of the assessment mark and the examination mark
- **a performance band**, determined by the HSC mark.

If your child satisfactorily completes a Life Skills course, the course is listed on the Record of Achievement (RoA) with the annotation Refer to Profile of Student Achievement.

The Profile of Student Achievement provides details of the specific Life Skills syllabus outcomes achieved.

How can I access the Stage 6 syllabuses and assessment information?

Stage 6 syllabuses and assessment information for all courses are available on the NESA website: www.boardofstudies.nsw.edu.au

HSC Minimum Standard

What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or a written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

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

There are no pre-requisites for choosing subjects for Stage 5 or Stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in Stage 5 or 6.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standards tests. Students studying Life Skills Maths will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA)

<https://educationstandards.nsw.edu/wps/portal/nesa/11-12/hsc/hsc-minimum-standards>

How can you support your child in Stage 6?

At times your child may find the demands of Stage 6 challenging, and your support to keep them on track is important. As parents, you can support and encourage your child to maintain a healthy balanced life, build resilience and manage time effectively. Resilience is an important personal attribute and skill that your child will need, and further develop, throughout Stage 6 and future endeavours.

You can provide support by encouraging your child to:

- plan ahead and work through assessments progressively
- complete all tasks on time, or communicate with teachers about what to do if they cannot meet a deadline due to circumstances
- ask for more clarification about a task or the feedback they receive on a completed task and how they could improve their performance
- maintain printed and electronic copies of tasks, including backing up work in progress
- understand and value ethical practices when locating and using information as part of their studies and the importance of the HSC: All My Own Work program
- read the HSC: Rules and Procedures, published annually by NESA
- seek assistance and advice from teachers and other support people when needed.

Pathways of study English

Courses offered

English Advanced
 English Standard
 English Studies
 English Extension 1
 English Extension 2

Possible Career Pathways

Accountant
 Advertising
 Counsellor
 Journalist
 Nurse
 Paramedic
 Solicitor
 Teacher

Course Fee: NIL

ENGLISH ADVANCED - YEAR 11

| | English Advanced | Indicative hours |
|----------------------------|--|------------------|
| Year 11 (120 hours) | Common Module: Reading to Write | 40 |
| | Module A: Narratives that Shape our World | 40 |
| | Module B: Critical Study of Literature | 40 |
| Text Requirements | There are no prescribed texts for Year 11. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading. | |

For the **Year 11 English Advanced** course students are required to:

- complete 120 indicative hours
- complete the common module as the first unit of work
- complete modules A and B.

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

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

| | English Advanced | Indicative hours |
|----------------------------|--|------------------|
| Year 12 (120 hours) | Common module: Texts and Human Experiences | 30 |
| | Module A: Textual Conversations | 30 |
| | Module B: Critical Study of Literature | 30 |
| | Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B | 30 |
| Text Requirements | <p>Students are required to closely study four prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • Shakespearean drama • prose fiction • poetry OR drama <p>The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.</p> <p>The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course requirements.</p> <p>Students must study ONE related text in the common module: Texts and Human Experiences.</p> | |

For the **Year 12 English Advanced** course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete the common module as the first unit of work
- complete modules A, B and C over the course.

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

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

| | English Standard | Indicative hours |
|---------------------|--|------------------|
| Year 11 (120 hours) | Common module - Reading to Write: Transition to Senior English | 40 |
| | Module A: Contemporary Possibilities | 40 |
| | Module B: Close Study of Literature | 40 |
| Text Requirements | <p>There are no prescribed texts for Year 11.</p> <p>Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film.)</p> <p>Students are required to study 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.</p> <p>Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</p> <p>The Year 11 course requires students to support the study of texts with their own wide reading.</p> | |

For the **Year 11 English Standard** course students are required to:

- complete 120 indicative hours
- complete the common module as the first unit of work
- complete Modules A and B.

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

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

ENGLISH STANDARD - YEAR 12 (CATEGORY A)

| | English Standard | Indicative hours |
|---------------------|---|------------------|
| Year 12 (120 hours) | Common module: Texts and Human Experiences | 30 |
| | Module A: Language, Identity and Culture | 30 |
| | Module B: Close Study of Literature | 30 |
| | Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B | 30 |
| Text Requirements | <p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • prose fiction • poetry OR drama • film OR media OR nonfiction <p>The selection of texts for Module C: The Craft of Writing does not contribute to the required pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the Common module: Texts and Human Experiences.</p> | |

For the **Year 12 English Standard** course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete the common module as the first unit of work
- complete modules A, B and C over the course of the year.

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

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

ENGLISH STUDIES - YEAR 11 (CATEGORY B)

- 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

| | English Studies | Indicative hours |
|-------------------------|---|------------------|
| Year 11 (120 hours) | Mandatory module - Achieving through English: English in education, work and community | 30-40 hours |
| | An additional 2-4 modules to be studied | 20-30 hours each |
| Text Requirements | <p>In Year 11 students are required to:</p> <ul style="list-style-type: none"> - read, view, listen to and compose a wide range of texts including print and multimodal texts - study at least one substantial print text (for example a novel, biography or drama) - study at least one substantial multimodal text (for example film or a television series). <p>Across Stage 6 the selection of texts must give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> - reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples. - texts with a wide range of cultural, social and gender perspectives, popular and youth cultures - a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. | |
| Additional requirements | <p>In Year 11 students are required to:</p> <ul style="list-style-type: none"> - 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 avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. | |

For the **Year 11 English Studies** course:

- students complete 120 indicative hours
- students study the mandatory module, Achieving through English: English in education, work and community.
- students complete the mandatory module, Achieving Through English, as the first unit of work.
- students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed), considering factors such as students' needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances.
- school-designed modules should be based on the framework of the modules outlined in this syllabus.

| | English Studies | Indicative hours |
|-------------------------|---|------------------|
| Year 12 (120 hours) | Mandatory common module – Texts and Human Experiences | 30 |
| | An additional 2–4 modules to be studied | 20-45 hours each |
| Text Requirements | <p>In both Year 11 and Year 12 students are required to:</p> <ul style="list-style-type: none"> - read, view, listen to and compose a wide range of texts including print and multimodal texts - study at least one substantial print text (for example a novel, biography or drama) - study at least one substantial multimodal text (for example film or a television series). <p>In Year 12 students will also be required to:</p> <ul style="list-style-type: none"> - study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences. <p>Across Stage 6 the selection of texts must give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> - reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia - Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples - texts with a wide range of cultural, social and gender perspectives, popular and youth cultures - a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. | |
| Additional requirements | <p>In Year 12 students are required to:</p> <ul style="list-style-type: none"> - 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 avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. | |

For the **Year 12** English Studies course:

- students complete the Year 11 course as a prerequisite
- students complete 120 indicative hours
- complete the mandatory common module – Texts and human experiences as the first unit of work.
- students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed) considering factors such as students' needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances
- school-designed modules should be based on the framework of the modules outlined in this syllabus.

ENGLISH EXTENSION 1 - YEAR 11 (CATEGORY A)

| | English Extension | Indicative hours |
|--------------------|---|------------------|
| Year 11 (60 hours) | Module: Texts, Culture and Value | 40 |
| | Related research project This project may be undertaken concurrently with the module | 20 |
| Text Requirements | Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures. Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project. | |

For the **Year 11 English Extension** course students are required to:

- complete 60 indicative hours
- undertake the common module
- undertake the related independent research project.

Across Stage 6 the selection of texts should give students experience of the following as appropriate:

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

ENGLISH EXTENSION 1 - YEAR 12

| | English Extension | Indicative hours |
|--------------------|--|------------------|
| Year 12 (60 hours) | Common module: Literary Worlds with ONE elective option | 40 |
| Text Requirements | The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts Students are required to study at least TWO related texts | |

For the **Year 12 English Extension 1** course students are required to:

- complete the Year 11 English Extension course as a prerequisite
- complete 60 indicative hours
- undertake ONE elective option from the common module.

HSC ENGLISH EXTENSION 2 - YEAR 12 (CATEGORY A)

| | English Extension 2 | Indicative hours |
|---------------------------|---|-------------------------|
| Year 12 (60 hours) | The Composition Process Major Work Reflection Statement The Major Work Journal | 60 |
| Text Requirements | Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement | |

For the Year 12 English Extension 2 course students are required to:

- be undertaking study of the Year 12 English Extension 1 course
- complete 60 indicative hours
- complete a Major Work and Reflection Statement
- document coursework in a Major Work Journal.

The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition.

Pathways of study in Mathematics

Courses offered

Mathematics Standard 1
 Mathematics Standard 2
 Mathematics Advanced
 Mathematics Extension 1
 Numeracy (CEC)

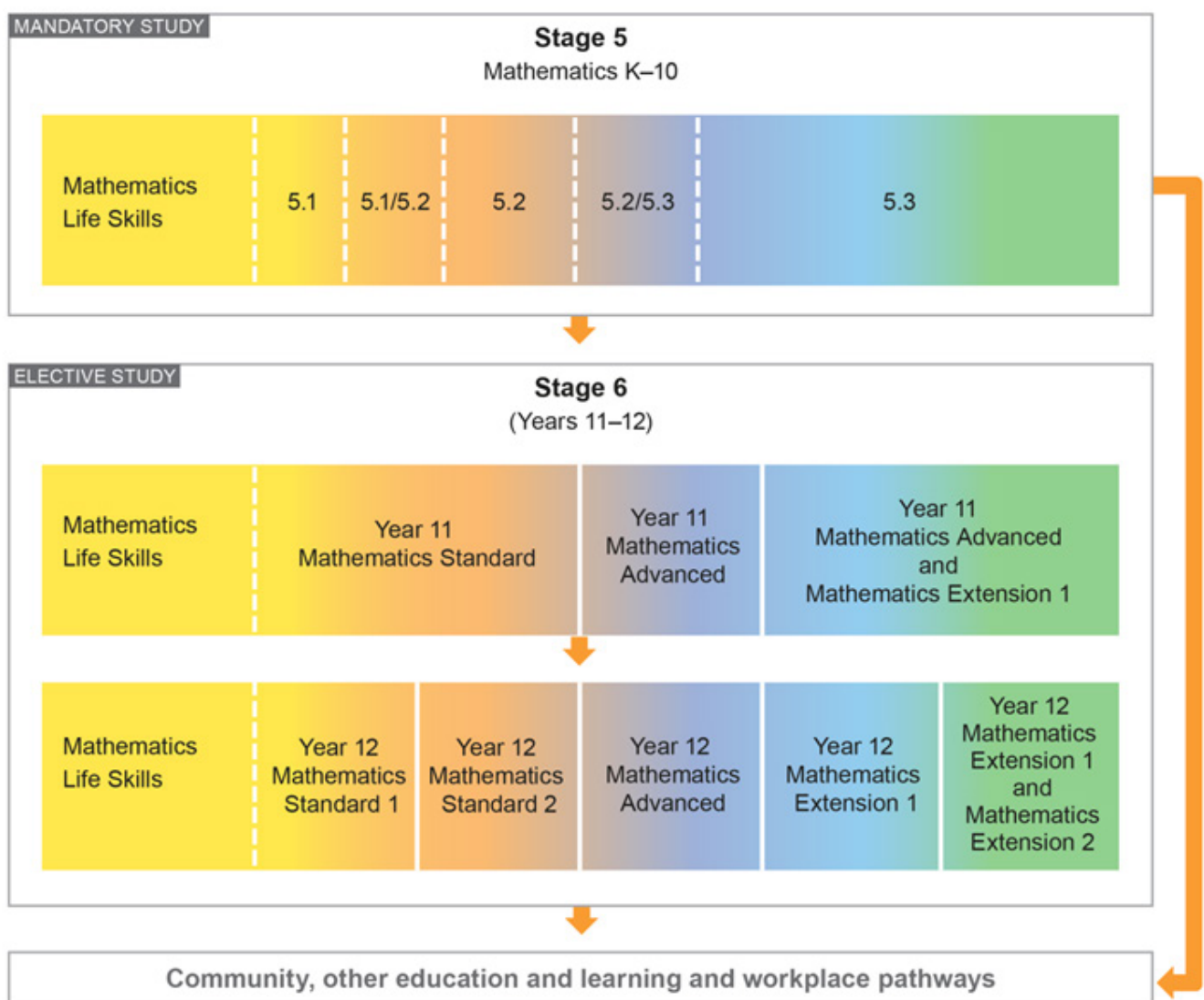
Possible Career Pathways

Teacher
 Accountant
 Defence Force
 Financial Planner
 Architect
 Draftsperson
 Electronics
 Surveyor

Course Fees NIL

Casio fx82AU Plus II Calculator recommended

Continuum from Stage 5 to Stage 6



MATHEMATICS STANDARD 1 (CATEGORY B)

2 units for each of Year 11 and Year 12 Board Developed Course

Prerequisites: For students who intend to study the Standard Mathematics courses, it is recommended that they study at least some of the Stage 5.2 content of Mathematics Years 7–10 Syllabus, particularly the following topics: Financial Mathematics, Linear Relationships, Non-Linear Relationships, Right-Angled Triangles (Trigonometry), Single Variable Data Analysis and Probability.

Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.

Course Description

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Upon satisfactory completion of the Year 11 Mathematics Standard 1 Course, students are recommended to continue with the Year 12 Mathematics Standard 1 Course.

This course has an optional HSC Examination component. The examination mark may be used by UAC to contribute to the students' ATAR.

The Standard 1 courses have been designed for students who successfully completed the Stage 5.1 Pathway course in Years 9 and 10, and have had some success with parts of the 5.2 Pathway course.

Main Topics Covered

| Year 11 Standard Mathematics 1 Course | Year 12 Standard Mathematics 1 Course |
|---|---|
| <ul style="list-style-type: none"> • Algebra <ul style="list-style-type: none"> - Formulae and Equations - Linear Relationships • Measurement <ul style="list-style-type: none"> - Applications of Measurement - Working with Time • Financial Mathematics <ul style="list-style-type: none"> - Money Matters • Statistical Analysis <ul style="list-style-type: none"> - Data Analysis - Relative Frequency and Probability | <ul style="list-style-type: none"> • Algebra <ul style="list-style-type: none"> - Types of Relationships • Measurement <ul style="list-style-type: none"> - Right-angled Triangles - Rates - Scale Drawings • Financial Mathematics <ul style="list-style-type: none"> - Investment - Depreciations and Loans • Statistical Analysis <ul style="list-style-type: none"> - Further Statistical Analysis • Networks <ul style="list-style-type: none"> - Networks and Paths |

MATHEMATICS STANDARD 2 (CATEGORY A)

2 units for each of Year 11 and Year 12 Board Developed Course

Prerequisites: For students who intend to study the Standard Mathematics courses, it is recommended that they study at least some of the Stage 5.2 content of Mathematics Years 7–10 Syllabus, particularly the following topics: Financial Mathematics, Linear Relationships, Non-Linear Relationships, Right-Angled Triangles (Trigonometry), Single Variable Data Analysis and Probability.

Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.

Course Description

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Upon satisfactory completion of the Year 11 Mathematics Standard 2 Course, it is recommended that students continue with the Year 12 Mathematics Standard 2.

All students in the Year 12 Mathematics Standard 2 Course will sit for an HSC Examination.

The Standard 2 courses have been designed for students who successfully completed the Stage 5.2 Pathway course in Years 9 and 10. Students who have successfully completed the Stage 5.3 Pathway course will also be eligible for Standard 2.

Main Topics Covered

| Year 11 Standard Mathematics 2 Course | Year 12 Standard Mathematics 2 Course |
|---|---|
| <ul style="list-style-type: none"> • Algebra <ul style="list-style-type: none"> - Formulae and Equations - Linear Relationships • Measurement <ul style="list-style-type: none"> - Applications of Measurement - Working with Time • Financial Mathematics <ul style="list-style-type: none"> - Money Matters • Statistical Analysis <ul style="list-style-type: none"> - Data Analysis - Relative Frequency and Probability | <ul style="list-style-type: none"> • Algebra <ul style="list-style-type: none"> - Types of Relationships • Measurement <ul style="list-style-type: none"> - Non-right-angled Triangles - Rates and ratios • Financial Mathematics <ul style="list-style-type: none"> - Investment and loans - Annuities • Statistical Analysis <ul style="list-style-type: none"> - Bivariate data Analysis - the Normal Distribution • Networks <ul style="list-style-type: none"> - Networks Concepts - Critical Path Analysis |

MATHEMATICS ADVANCED (CATEGORY A)

2 units for each of Year 11 and Year 12 Board Developed Course

Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' theorem, Single variable data analysis and at least some of the content from the following substrands of Stage 5.3: Non-linear relationships, Properties of Geometrical Shapes.

Exclusions: General Mathematics

Course Description

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

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to 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.

Main Topics Covered

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

| Year 11 Mathematics Advanced | Year 12 Mathematics Advanced |
|--|--|
| <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> -working with Functions • Trigonometric Functions <ul style="list-style-type: none"> -Trigonometry and Measure of Angles -Trigonometric Functions and Identities • Calculus <ul style="list-style-type: none"> - Introduction to Differentiation • Exponential and Logarithmic Functions <ul style="list-style-type: none"> - Logarithms and Exponentials • Statistical Analysis <ul style="list-style-type: none"> - Probability and Discrete Probability Distributions | <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> - Graphing Techniques • Trigonometric Functions <ul style="list-style-type: none"> -Trigonometric Functions and Graphs • Calculus <ul style="list-style-type: none"> - Differential Calculus -The Second Derivative - Integral Calculus • Financial Mathematics <ul style="list-style-type: none"> - Modelling Financial Situations • Statistical Analysis <ul style="list-style-type: none"> -Descriptive Statistics and Bivariate Data Analysis - Random Variables |

MATHEMATICS EXTENSION 1 (CATEGORY A)

1 unit in each of Year 11 (Year 11 Mathematics Extension) and Year 12

Board Developed Course

Prerequisites:

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

Exclusions:

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

Course Description

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination. The study of Mathematics Extension 1 in Stage 6:
 - enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
 - provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
 - provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
 - provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
 - provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Main Topics Covered

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

| Year 11 Mathematics Extension 1 | Year 12 Mathematics Extension 1 |
|---|--|
| <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> - Further Work with Functions - Polynomials • Trigonometric Functions <ul style="list-style-type: none"> - Inverse Trigonometric Functions - Further Trigonometric Identities • Calculus <ul style="list-style-type: none"> - Rates of Change • Combinatorics <ul style="list-style-type: none"> - Working with Combinatorics | <ul style="list-style-type: none"> • Proof <ul style="list-style-type: none"> - Proof by Mathematical Induction • Vectors <ul style="list-style-type: none"> - Introduction to Vectors • Trigonometric Functions <ul style="list-style-type: none"> - Trigonometric Equations • Calculus <ul style="list-style-type: none"> - Further Calculus Skills - Applications of Calculus • Statistical Analysis <ul style="list-style-type: none"> - The Binomial Distribution |

NUMERACY (CEC) - NEW COURSE FOR YEAR 11 AND 12 STUDENTS

Building functional and practical numeracy skills for life and work in the 21st century

COURSE FEE NIL

2 units for each Year 11 and Year 12

Content Endorsed Course

Why are we rolling out a new course?

Developing numeracy skills means knowing how to use mathematics in everyday life and for problem-solving beyond the classroom. These skills help to overcome challenges, recognise opportunities and be successful in the workplace and in life.

We know that for a range of reasons, some students are disengaged from mathematics. They may not feel confident or see how these skills may apply to future work, life, studies or training.

This course offers students the opportunity to develop the numeracy and mathematics skills required for everyday life after school.

What is the evidence?

Over the past three years 798 schools have piloted the course. The pilot saw a substantial increase in participation and engagement among:

- Students enrolled in Vocational Education and Training courses
- Aboriginal or Torres Strait Islander students
- Students in rural and remote areas.

How is this course different to other mathematics courses?

The Numeracy course is focused on building functional and practical skills including:

- Budgeting
- Earning and spending money
- Using probability in everyday situations
- Interpreting statistics in the media
- Understanding plans and maps

Does it count towards the ATAR?

The Numeracy course is a Content Endorsed Course (CEC) developed by NESA.

These courses can be included in the achievement of the HSC but are not externally examined and do not contribute to the calculation of an ATAR.

As a CEC, the Numeracy course offer schools the flexibility to determine the nature and emphasis of learning and assessment according to their local priorities.

Pathways of Study for Science

Courses offered: Biology, Earth & Environmental Science, Investigating Science and Chemistry

BIOLOGY (CATEGORY A)

POSSIBLE CAREER PATHWAYS Vet nurse, biologist, microbiologist, plant scientist, epidemiology, animal breeder

COURSE FEE NIL

2 units for each of Year 11 and Year 12
Board Developed Course

Course Description

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

Biology focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment, providing opportunities to design and conduct biological investigations both individually and collaboratively.

Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

There is a practical emphasis in the course content which engages with the technologies that assist in investigating current and future biological applications.

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.

Course Structure and Requirements

| Year 11 course - 30 hours each module | | |
|---------------------------------------|--|---|
| | Modules | |
| Working scientifically skills | 1 - Cells as the basis of life | Depth Studies 15 hours incorporating skills and modules 1-4 PLUS Field Study |
| | 2 - Organisation of Living Things | |
| | 3 - Biological Diversity | |
| | 4 - Ecosystem Dynamics | |
| Year 12 course - 30 hours each module | | |
| | Modules | |
| Working scientifically skills | 5 - Heredity | Depth Studies 15 hours incorporating skills and modules 5-8 |
| | 6 - Genetic change | |
| | 7 - Infectious disease | |
| | 8 - Non-infectious disease and Disorders | |

EARTH AND ENVIRONMENTAL SCIENCE (CATEGORY A)

POSSIBLE CAREER PATHWAYS

Environmental scientist, zoologist, conservation scientist, environmental engineer, park ranger, climate change analyst

COURSE FEE NIL

2 units for each of Year 11 and Year 12

Board Developed Course

Course Description

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

Students will undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.

The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

Course Structure and Requirements

| Year 11 course - 30 hours each module | | |
|--|----------------------------|--|
| | Modules | |
| Working Scientifically Skills | 1 - Earth's Resources | Depth Studies 15 hours incorporating skills and modules 1-4 PLUS Field Work |
| | 2 - Plate Tectonics | |
| | 3 - Energy Transformations | |
| | 4 - Human Impacts | |
| Year 12 course - 30 hours each module | | |
| | Modules | |
| Working Scientifically Skills | 5 - Earth's Processes | Depth Studies 15 hours incorporating skills and modules 5 - 8 PLUS Field Work |
| | 6 - Hazards | |
| | 7 - Climate Science | |
| | 8 - Resource Management | |

CHEMISTRY (CATEGORY A)

POSSIBLE CAREER PATHWAYS

Medicine, Pharmacy, Forensic Investigation, Industrial or Bio Chemistry, Teaching

COURSE FEE NIL

2 units for each of Year 11 and Year 12
Board Developed Course

Course Description

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

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

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

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) | | |
|-------------------------------|--|---|
| | Modules | Depth Studies |
| Working scientifically skills | 1 – Properties and Structure of Matter | 15 hours incorporating skills and modules 1-4 |
| | 2 – Introduction to Quantitative Chemistry | |
| | 3 – Reactive Chemistry | |
| | 4 – Drivers of Reactions | |
| Year 12 course (120 hours) | | |
| | Modules | Depth Studies |
| Working scientifically skills | 5 - Equilibrium and Acid Reactions | 15 hours incorporating skills and modules 5-8 |
| | 6 - Acid/base reactions | |
| | 7 - Organic Chemistry | |
| | 8 - Applying Chemical Ideas | |

One depth study in Year 11 and one in Year 12 must be completed by students.

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

EXCELLENCE RESPECT SAFETY

INVESTIGATING SCIENCE (CATEGORY A)

POSSIBLE CAREER PATHWAYS Technology, research, science journalism, STEM, info technology

COURSE FEE NIL

2 units for each of Year 11 and Year 12

Board Developed Course

Course Description

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities to engage with scientific processes and apply those processes to investigate relevant personal, community and global scientific issues.

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.

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

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

| Year 11 course - 30 hours each module | | |
|---------------------------------------|---|---|
| | Modules | |
| Working scientifically skills | 1 - Cause and Effect - Observing | Depth Studies 30 hours incorporating skills and modules 1-4 |
| | 2 - Cause and Effect - Inferences and Generalisations | |
| | 3 - Scientific Models | |
| | 4 - Theories and Laws | |
| Year 12 course - 30 hours each module | | |
| | Modules | |
| Working scientifically skills | 5 - Scientific Investigations | Depth Studies 30 hours incorporating skills and modules 5-8 |
| | 6 - Technologies | |
| | 7 - Fact or Fallacy? | |
| | 8 - Science and Society | |

Pathways of study HSIE

Courses Offered

Ancient History
 Business Studies (See VET)
 Geography
 Legal Studies
 Modern History
 Society and Culture

ANCIENT HISTORY (CATEGORY A)

POSSIBLE CAREER PATHWAYS Archaeologist, sociologist, historian, journalist, museum curator, researcher

COURSE FEE NIL

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Description

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

Main Topics Covered

Year 11 Course

- | | |
|---|----------|
| - Investigating Ancient History | 60 hours |
| • The Nature of Ancient History | |
| • Case Studies - Each case study should be a minimum of 10 indicative hours | |
| - Features of Ancient Societies | 40 hours |
| - Historical Investigation | 20 hours |

Year 12 Course

- | | |
|--|----------|
| Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum | 30 hours |
| Part II: ONE Ancient Society | 30 hours |
| Part III: ONE Personality in their Times | 30 hours |
| Part IV: ONE Historical Period | 30 hours |

ANCIENT HISTORY CONT'D...**Particular Course Requirements**

In Year 11 students study at least TWO case studies, choosing ONE from List A (Egypt, Greece, Rome, Celtic Europe) and ONE from List B (Australia, Asia, the Near East, the Americas). Case studies must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses. Students study at least TWO ancient societies through an investigation of a different key feature for each society, OR one key feature across the societies selected.

Topics in the Year 12 course consist of two sections – 'Survey' and 'Focus of study'. The course requires study from at least TWO of the following areas: Egypt, Near East, China, Greece or Rome. The core study, Cities of Vesuvius – Pompeii and Herculaneum, is a Roman study.

BUSINESS STUDIES (CATEGORY A)**POSSIBLE CAREER PATHWAYS**

Accountant, Financial Planner, Project Manager, HR Consultant, Marketing and Advertising, Business Manager, Entrepreneur

COURSE FEE NIL

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Description

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

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

Main Topics Covered**Year 11 Course**

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

Year 12 Course

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

GEOGRAPHY (CATEGORY A)

POSSIBLE CAREER PATHWAYS

Agriculturalist, Geologist, Surveyor, Meteorologist, Tour Guide, Town Planner, Pilot, Oceanographer, Conservationist

COURSE FEE NIL

2 units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description

The Year 11 course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

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.

Main Topics Covered

Year 11 Course

- Biophysical Interactions – how biophysical processes contribute to sustainable management.
- Global Challenges – geographical study of issues at a global scale.
- Senior Geography Project – a geographical study of student's own choosing.

Year 12 Course

- Ecosystems at Risk – the functioning of ecosystems, their management and protection.
- Urban Places – study of cities and urban dynamics.
- People and Economic Activity – geographic study of economic activity in a local and global context.

Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

Particular Course Requirements

Students complete a senior geography project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

LEGAL STUDIES (CATEGORY A)**POSSIBLE CAREER PATHWAYS**

Analyst, detective, diplomat, historian, journalist, lawyer, police officer, teacher

COURSE FEE NIL

2 units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description

The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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.

Main Topics Covered**Year 11 Course**

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

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

Year 12 Course

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

Two options are chosen from:

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

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

Particular Course Requirements

No special requirements

MODERN HISTORY (CATEGORY A)

POSSIBLE CAREER PATHS Blogger, communications, diplomat, historian, politics, sociologist, teacher/educator, reporter, social media analyst, researcher, journalist

COURSE FEE NIL

2 units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description

The Year 11 course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C19th to the present using the methods of historical inquiry.

The HSC course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the C20th, ONE personality and ONE international study in peace and conflict.

Main Topics Covered

Year 11 Course

| | |
|--|----------|
| Investigating Modern History | 60 hours |
| • The Nature of Modern History | |
| • Case Studies - Each case study should be a minimum of 10 indicative hours. | |
| - Historical Investigation | 20 hours |
| - The Shaping of the Modern World | 40 hours |

Year 12 Course

| | |
|---|----------|
| Core Study: Power and Authority in the Modern World 1919–1946 | 30 hours |
| National Studies | 30 hours |
| Peace and Conflict | 30 hours |
| Change in the Modern World | 30 hours |

Particular Course Requirements

In the Year 11 course, ONE case study must be from Europe, North America or Australia. ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. Case studies are inquiry-based investigations into historical features, individuals, groups, events or concepts in modern history. They are oriented towards the problems and issues of investigating the past. The historical investigation is designed to further develop relevant investigative, research and presentation skills. The Investigation and Case studies must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses. In Year 12, students are required to study at least ONE non-European/Western topic, selected from the list of options outlined on page 14 of the syllabus.

SOCIETY AND CULTURE (CATEGORY A)**POSSIBLE CAREER PATHWAYS** Detective, diplomat, film maker, media, social worker, politics, police**COURSE FEE** NIL**2 units for each of Year 11 and Year 12**
Board Developed Course**Exclusions:** Nil**Course Description**

Society and Culture is a conceptually based course that promotes students' awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse social theories and complementary and contrasting viewpoints about people, societies and cultures. Society and Culture promotes an awareness of individuals, groups and institutions and facilitates intercultural understanding and communication.

Society and Culture encourages students to manage their own learning, including opportunities to experience working within teams. In allowing students to study in areas of direct relevance to their lives, Society and Culture contributes greatly to the promotion of lifelong learning, providing opportunities for students to acquire a range of skills to support such learning.

Main Topics Covered**Year 11 Course** - 120 indicative hours

| | |
|-------------------------------|----------------------|
| The Social and Cultural World | (30% of course time) |
| Personal and Social Identity | (40% of course time) |
| Intercultural Communication | (30% of course time) |

Year 12 Course

| | |
|---|----------------------|
| Core | |
| Personal Interest Project | (30% of course time) |
| Social and Cultural Continuity and Change | (30% of course time) |

| | |
|---------------|----------------------|
| Depth studies | (40% of course time) |
|---------------|----------------------|

TWO to be chosen from the following:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Nonconformity.

Particular Course Requirements

Society and Culture integrates concepts and applies methods to the subject matter. The concepts are tools to organise and to further understand the subject matter. They spiral through the course and are classified as fundamental, additional and related. The fundamental course concepts are: persons, society, culture, environment and time.

There are also six additional course concepts which are fundamental to this course including: power, authority, gender, identity, technologies and globalisation. These additional course concepts help us to understand and analyse the interactions between the fundamental course concepts.

There is continual interaction between the five fundamental course concepts and the six additional course concepts. None of these course concepts can be studied in isolation. An understanding of this interaction underpins the core and depth studies in both the Year 11 and the HSC courses.

Pathways of study TAS

Courses Offered

- Food Technology
- Industrial Technology - Timber Products and Furniture Technologies
- Manufacturing & Engineering (Metals) - See VET

FOOD TECHNOLOGY (CATEGORY A)

POSSIBLE CAREER PATHWAYS Food technologist, nutritionist, chef, quality manager, naturopath

COURSE FEE Year 11 \$80 Year 12 \$75

2 units for each of Year 11 and Year 12

Board Developed Course

Course Description

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas. The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

Main Topics Covered

Year 11 Course

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

HSC Course

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

Particular Course Requirements

In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

INDUSTRIAL TECHNOLOGY - TIMBER PRODUCTS & FURNITURE TECHNOLOGIES (CATEGORY A)

POSSIBLE CAREER PATHWAYS Engineer, builder, carpenter, furnishing designer, cabinet maker

COURSE FEE Year 11 \$80 Year 12 \$75

2 units for each of Year 11 and Year 12

Board Developed Course

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

Course Description

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course, which is Timber Products and Furniture Technologies.

Main Topics Covered

Year 11 Course

The following sections are taught in relation to Timber Products and Furniture Technologies:

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

Year 12 Course

The following sections are taught in relation to Timber Products and Furniture Technologies through the development of a Major Project and a study of the timber industry:

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

Particular Course Requirements

In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

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

Pathways of study Creative and Performing Arts

Courses Offered

Beginners Italian
 Dance
 Drama
 Entertainment (see VET Subject)
 Music 1
 Visual Arts
 Visual Design (CEC Non ATAR)

BEGINNERS ITALIAN (CATEGORY A)

POSSIBLE CAREER PATHWAYS Translator, Interpreter, Italian Language Intelligence Role, Italian Teacher, Customer Service Position that requires Italian, Linguist

COURSE FEE: \$20

2 units for each Year 11 and Year 12

Exclusions: Students who have completed more than 100 hours of Italian in either Stage 4 or Stage 5

Course Description: The Italian Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Italian at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Italian language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

The aim of the Italian Beginners Stage 6 Syllabus is to enable students to develop skills in effective communication, knowledge of the nature of language, understanding of the interdependence of language and culture.

Course Topics: The prescribed topics are studied from two interdependent perspectives: the personal world and the Italian-speaking communities. The topics include: Family life, home and neighbourhood, People, places and communities, Education and work, Friends, recreation and pastimes, Holidays, travel and tourism, Future plans and aspirations.

Course Description:

Year 11 Preliminary Course (120 indicative hours)

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture. The HSC

Component Weighting

Listening 30%
 Reading 30%
 Speaking 20%
 Writing 20%

20%

Year 12 Course (120 indicative hours)

In the HSC course students will extend and refine their communication skills in Italian in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

Component Weighting

| | |
|-----------|-----|
| Listening | 30% |
| Reading | 30% |
| Speaking | 20% |
| Writing | 20% |

DANCE (CATEGORY A)

POSSIBLE CAREER PATHWAYS

Dance teacher, Sport & Exercise Physiologist, Physiotherapy, Choreographer, Yoga or Pilates teacher, Stage Manager

COURSE FEE

\$20

2 units for each of Year 11 and Year 12

Board Developed Course

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

Course Description

Year 11 Course

Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

Components to be completed are:

- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%)

- to be allocated by the teacher to suit the specific circumstances/context of the class.

Year 12 Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

Particular Course Requirements

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.

The published Course Prescriptions, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

DRAMA (CATEGORY A)**POSSIBLE CAREER PATHS**

Journalist, Presenter, Marketing, Actor, Lawyer, Film/TV Producer, Designer

COURSE FEE

\$20

2 units for each of Year 11 and Year 12**Board Developed Course**

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

Course Description

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

Year 11 Course

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

HSC Course

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

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

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

Main Topics Covered**Year 11 Course**

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

Year 12 Course

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

Particular Course Requirements

The Year 11 course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published Course Prescriptions include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

MUSIC 1 (CATEGORY A)

POSSIBLE CAREER PATHS

Musician, Sound Engineer, Producer, Psychologist, Teacher, Instrumentalist, Business Management

COURSE FEE

\$20

2 units for each of Year 11 and HSC Board Developed Course

Exclusions: Music 2

Course Description

In the Year 11 and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main Topics Covered

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

Particular Course Requirements

Year 11

Students will develop knowledge and understanding about the use of the following musical concepts: duration, pitch, dynamics & expressive techniques, tone colour, texture, structure.

Students will also learn skills in performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students will study at least THREE topics from the prescribed list.

Year 12 course

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

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

VISUAL ARTS (CATEGORY A)**POSSIBLE CAREER PATHS**

Artist, Graphic Designer, Advertising, Marketing, Special Effects Creator, Animator, Architect, Gallery Director

COURSE FEE

\$30

2 units for each of Years 11 and 12
Board Developed Course

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

Course Description

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

The Year 11 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.

Year 11 Course learning opportunities focus on:

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

Year 12 Course learning opportunities focus on:

- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

Particular Course Requirements**Year 11 Course:**

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

Year 12 Course:

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

VISUAL DESIGN**POSSIBLE CAREER PATHS**

Graphic Designer, Web Designer, Advertising, Marketing, Designer, Fashion Stylist, Architect, Sign Writing, Photographer

COURSE FEE

\$20

Content Endorsed Course

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

Course Description

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

Main Topics Covered

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

- graphic design
- wearable design
- product design
- interior/exterior design

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

Particular Course Requirements

Students are required to keep a diary throughout the course.

Pathways of study PDHPE

Courses Offered

Community and Family Studies
 Exploring Early Childhood
 Personal Development, Health and Physical Education
 Sport, Lifestyle and Recreation (CEC Non ATAR)

COMMUNITY AND FAMILY STUDIES (CATEGORY A)

POSSIBLE CAREER PATHS Allied health, nursing, youth work, family services & counselling

COURSE FEE NIL

2 units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description

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

Main Topics Covered

Year 11 Course

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

Year 12 Course

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

COMMUNITY AND FAMILY STUDIES CONT'D...

HSC Option Modules

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

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

Particular Course Requirements

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

EXPLORING EARLY CHILDHOOD**POSSIBLE CAREER PATHWAYS**

Pre-school teacher, childcare provider, family support worker

COURSE FEE

NIL

Content endorsed course**Exclusions:** Nil**Course Description**

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:

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

Students who complete this course are eligible to apply for the Red Cross Advanced Child Care Certificate.

Special note

As this course has a practical as well as a theoretical base, it is considered important and highly desirable that students have the opportunity to interact with young children on a regular basis. The purpose of this interaction is to observe children, and to gain experience in understanding and relating to individual children. This is best achieved in informal settings, such as the home, with friends or relatives. This interaction would occur outside of school hours.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (CATEGORY A)

| | |
|------------------------------|--|
| POSSIBLE CAREER PATHS | Sports Medicine, physio, nursing, outdoor recreation, personal trainer |
| COURSE FEE | \$10 |

**2 units for each of Year 11 and Year 12
Board Developed Course**

Exclusions: Nil

Course Description

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

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.

Year 11 Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students select two of the following options:

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

Year 12 Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students select two of the following options:

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

Particular Course Requirements

In addition to core studies, students select two options in each Year 11 and Year 12.

SPORT, LIFESTYLE AND RECREATION STUDIES

| | |
|------------------------------|---|
| POSSIBLE CAREER PATHS | Sports administrator, outdoor recreation, personal trainer, aquatics instructor, fitness instructor |
| COURSE FEE | \$10 |

Content Endorsed Course

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Course Description

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

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

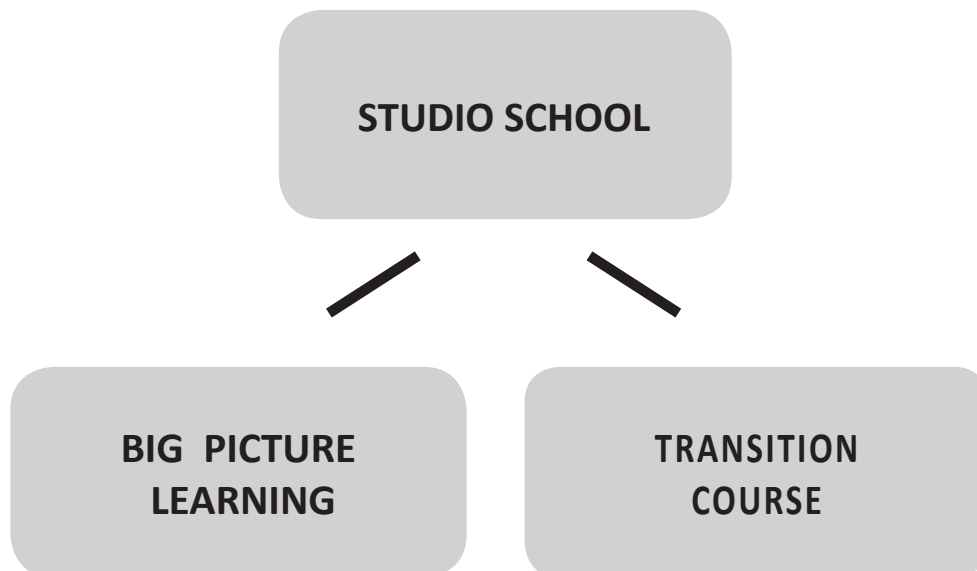
Through the course students will develop:

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

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

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

Studio School Stage 6 Pathways



Studio School Entry Process

The process for entry to Studio School includes input from students, their parent/carers, advisors and the Head Teacher.

The application process ensures Studio School is the best fit for the student.

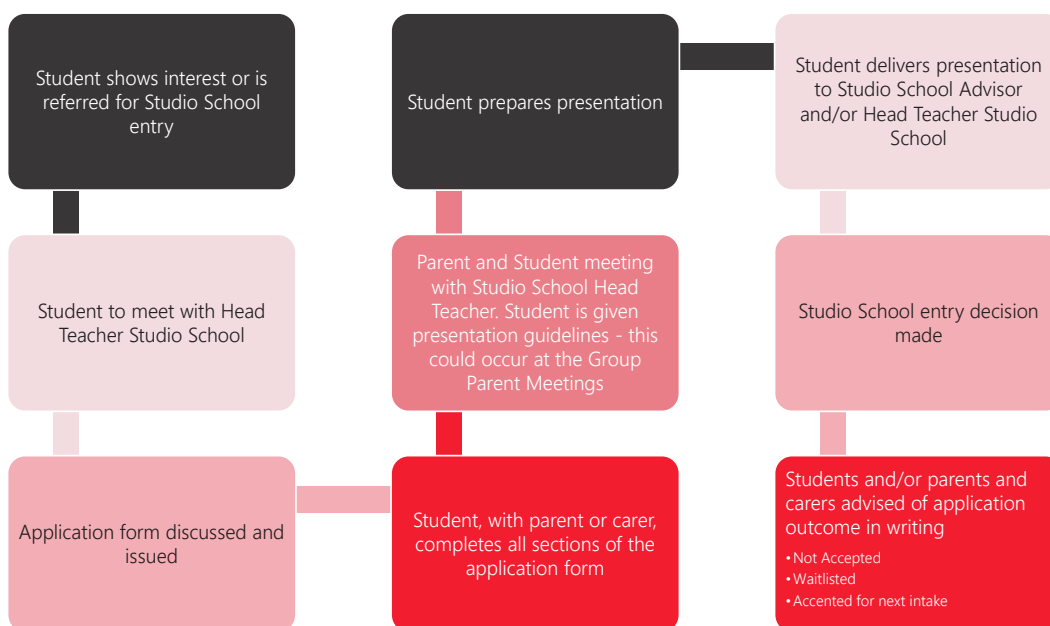
Entry Occurs in:

- Mid Term 4
- Mid Term 2

Group Parent Meetings Occur:

- Early T2
- End T3

NOTE: Students may be admitted to Studio School at any time at the Principal's discretion.



STUDIO SCHOOL STAGE 6 BIG PICTURE

PREREQUISITES

It is recommended that students have completed the Stage 5 Studio School course. Students in Year 10 Studio School who successfully complete a Gateway Exhibition will not be required to reapply for Studio School.

COURSE DESCRIPTION

This course is designed for students who intend to complete Year 12 and who may wish to continue with further study upon completion of Year 12. Students in this pathway will complete a Graduation Portfolio and may use this to apply to selected universities, including the University of Newcastle.

"One student at a time...in a community of learners" is the mantra of the Big Picture design. The philosophy of this innovative learning approach is that learning best takes place when each student is an **active participant** in his or her own education, when each student's course of study is **personalised** by advisors, parents and mentors who know the student well, and when school-based learning is blended with outside experiences that heighten personal interests. Our aim is to help students to flourish academically, emotionally and socially.

The students in the Studio School Big Picture Academy are known and respected as individuals and are assisted by their advisors to construct a personalised approach to learning based on their interests. With the guidance of their advisor, students create their own curriculum that explores and expands their interests and passions to help them to achieve their goals and aspirations. Studio School students connect with mentors from businesses and organisations in the community to deepen their learning in the real world through off-campus **internships**.

The **project-based learning** that students engage in each term is designed to be academically rigorous, authentic to their interests, and engage them as active learners collaborating with mentors who can assist them. In the Big Picture design the quality of the final product and the student's personal growth through undertaking the process are equally important.

Students are assessed across 5 learning goals: Empirical Reasoning, Quantitative Reasoning, Communication, Social Reasoning, and Personal Qualities. Each term students create a **portfolio** which documents their growth in each learning goal area through authentic project work and other aspects of their term learning plan including their internship. This portfolio is presented at their end of term exhibition in front of an audience of their family, advisors, friends and peers. The **exhibition** gives them the opportunity to showcase their learning and to reflect deeply on their growth as a learner and as a person.

In the Stage 6 Big Picture course, students create a Graduation Portfolio that comprises a year-long Senior Thesis Project, Learning Through Internship projects, a Beyond School Project detailing students' exploration of post-school opportunities, an Autobiography and other evidence of their learning and personal growth that demonstrates their preparedness for life and work after secondary school.

STUDIO SCHOOL STAGE 6 TRANSITION COURSE

PREREQUISITES:

Students in Year 10 Studio School who successfully complete a Gateway Exhibition will not be required to reapply for Studio School.

RATIONALE

This course is designed for students who are focused on transitioning to the workforce as soon as possible.

Kurri Kurri High School is providing students with the opportunity to pursue their interests and passions in a self-directed learning environment focusing on each student having an individually designed curriculum to support their transition from school to employment or further study options. Students participate in project based learning which is built around their passions and interests. As part of this process students and parents/carers engage in learning plan meetings, midterm check ins and end of term exhibitions. Students are encouraged to engage in an internship during school hours on a regular basis and to collaborate with mentors who are experts in their chosen fields. This allows for many experiences and opportunities, for example to gain an apprenticeship, traineeship or employment, enabling a smoother transition from school to work. A crucial part of the process is the development of what we call the 'advisory'. The advisory is the learning environment where students are encouraged to work individually and collaboratively to develop a safe and supportive culture that contributes to the success of the individual and the group.

CURRICULUM

Students participate in a core group of courses and have the flexibility to add any additional subjects offered at KKHS/TAFE or private training providers.

Transition courses include:

Portfolio

Project Development and Reflection

Exhibition Preparation and Delivery

Learning Through Internship Participation and Planning

Advisory

Stage 6 Numeracy

Optional VET courses run within our Studio School in Construction/Engineering/Hospitality

LEARNING THROUGH INTERNSHIP

Students are encouraged to enter the workforce during school hours on a regular basis. This allows for many experiences and opportunities which enables them to transition much more smoothly from school to work. It can also lead to possibilities including gaining apprenticeships, traineeships or other employment.

STUDENT/PARENT REQUIREMENTS

As a minimum, a planning meeting with each student and their family with a staff member will take place at the start of each term as well as a milestone exhibition at the end of each term.

STUDENT MENTORS

A key part of engaging young people in the community is to connect each student with a mentor who they can stay in regular contact with for advice and inspiration

STUDIO SCHOOL PORTFOLIO AND PRESENTATION

2 units for each of Year 11 and Year 12 Board Developed Course

Exclusions: This course is only available to students in Studio School Big Picture or Transition courses.

Course Description

This course provides learners in the Preliminary and HSC course with the opportunity to explore their learning in an area of their personal interest. Student centred and self-directed enquiry allow for depth and complexity of knowledge and understanding to be gained in a specific area of their interest. The course is trans-disciplinary in nature and involves learners in making connections between bodies of knowledge that they independently research and test within their investigation. Students will work at their own pace and determine their own learning plans and present their portfolios to an audience for feedback followed by reflection. The course promotes learning skills and dispositions/ways of thinking essential for the development of self-directed, self-managing, life-long learners. These include:

- planning, negotiating
- inquiry, problem solving, decision making
- making connections, application and transfer of knowledge and skills
- preparedness to take risks and accept challenges
- critical and reflective thinking, seeking deep understanding
- knowing how to learn
- communicating

Main Topics Covered

Year 11 Course

- Planning the enquiry
- Making connections
- The 5 As
- Preparing the portfolio
- Exhibition and reflection

Year 12 Course

- Proposal development
- Research strategies and practices
- Protocols for community engagement
- Preparing the portfolio and collating the research
- Gateway exhibition and reflection

Particular Course Requirements

Students in this course must be enrolled in Studio School.



Education
Public Schools

Tamworth RTO 90162

VET Course Information 2021

Stage 6 Course Descriptors

EXCELLENCE RESPECT SAFETY

FREQUENTLY ASKED QUESTIONS

What does VET mean?

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

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

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

What is reported on the HSC?

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

What are competencies?

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

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

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

What is the Australian Quality Framework (AQF)?

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

What are Australian Qualification Framework (AQF) qualifications?

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

What are Industry Curriculum Frameworks?

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

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

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study.

However a Board Endorsed Course (VET BEC) does not contribute to the ATAR

What are Specialisation Courses?

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

Why is work placement compulsory in some VET courses?

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

Who delivers VET to students?

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

What is RPL?

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

What is Credit Transfer?

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

Course Fees


All VET courses offered at Kurri Kurri High School are \$80 for Year 11 and \$75 for Year 12.


How do employability skills relate to VET courses?


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

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

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

|  2022 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTION | |
|--|---|
| MEM10115 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time. | |
| Course: Manufacturing and Engineering - Introduction Board Endorsed Course | 2 or 4 Preliminary and/or HSC units in total Does not contribute towards Australian Tertiary Admission Rank |
| 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. Partial completion will lead to a statement of attainment towards the qualification. | |
| Manufacturing and Engineering Training Package (MEM 2) Units of Competency Core MEM13015 Work safely and effectively in manufacturing and engineering MEMPE006A Undertake a basic engineering project MEMPE005A Develop a career plan for the engineering and manufacturing industry | Electives MEM16006 Organise and communicate information MEM11011 Undertake manual handling MEM12024 Perform computations MEM18001 Use hand tools MEM18002 Use power tools/hand held operations MEM16008 Interact with computer technology MEM07032 Use machines for basic operations MEMPE001A Use engineering workshop machines MEMPE002A Use electric welding machines MEMPE004A Use fabrication equipment |
| Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted. | |
| Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher. | |
| Recommended Entry Requirements Students selecting this course should be interested in working in a manufacturing environment. They should be able to use hand and power tools, lift and carry small and large objects. There will be out of class homework, research activities and assignments. | |
| Examples of occupations in the Manufacturing and Engineering industry <ul style="list-style-type: none"> ▪ fitter ▪ refrigeration and air conditioning mechanic ▪ toolmaker ▪ locksmith ▪ machinist ▪ maintenance fitter | |
| Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement over two years. Students who do not meet these requirements will be 'N' determined as required by NESA. There is no external examination in the HSC year for students. | |
| 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 teacher. | |
| Course Cost: Year 11 - \$80 Year 12 - \$75 School Specific equipment and associate requirements for students: school will provide ALL equipment EXCEPT footwear - leather workboots required | Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy |
| A school-based traineeship and apprenticeship are available in this industry area, for more information: http://www.sbatinnsw.info/ | |
| 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 | |
| 2022 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2021 | |

| | | |
|--|--|--|
|  | 2022 ENTERTAINMENT COURSE DESCRIPTION CUA30420 Certificate III in Live Production and Services RTO 90162 Public Schools NSW, Tamworth | |
| IMPORTANT INFORMATION: The training package for this course has recently changed. At the time of publication, NESAs has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that some or all of the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy. | | |
| Course: Entertainment Board Developed Course | 2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR) | |
| 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. Partial completion will lead to a statement of attainment towards the qualification. | | |
| Creative Arts and Culture Training Package (CUA 5.0) Units of Competency Core units BSBPEF301 Organise personal work priorities CUAIND311 Work effectively in the creative arts industry CUAIND314 Plan a career in the creative arts industry CUAPPR314 Participate in collaborative creative projects CPCWHS1001 Prepare to work safely in the construction industry | Elective units (Sample of electives that may be included) CUAWHS312 Apply work health and safety practices SITXCCS006 Provide service to customers CUALGT311 Operate basic lighting CUASTA311 Assist with production operations for live performances CUASOU331 Undertake live audio operations CUAVSS312 Operate vision systems CUASMT311 Work effectively backstage during performances CUASOU306 Operate sound reinforcement systems | |
| Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted. | | |
| Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher. | | |
| Recommended Entry Requirements Students selecting this course should be interested in working in the entertainment industry. They should be able to lift and carry production equipment, have the ability to work as a member of a team, and have good communication skills. There will be out of class activities, homework, research activities and assignments. | | |
| Examples of occupations in Live Theatre industry <ul style="list-style-type: none"> • Lighting designer/operator • Audio designer/operator • Vision systems designer/operator • Stage Manager • Venue assistant • Production technician | | |
| 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 the NESA. External Assessment (optional HSC examination for ATAR purposes) The optional Higher School Certificate examination for Entertainment Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, 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/s of competency. Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher. | | |
| Course Cost: Preliminary - \$xxxx HSC - \$xxxx 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: http://www.sbatinnsw.info/ | | |
| Exclusions - VET course exclusions can be checked on the NESA website at https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions | | |
| 2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021 | | |

|  2022 BUSINESS SERVICES COURSE DESCRIPTION BSB30120 Certificate III in Business RTO 90162 Public Schools NSW, Tamworth | |
|--|--|
| IMPORTANT INFORMATION: The training package for this course has recently changed. At the time of publication, NESA has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy. | |
| Course: Business Services Board Developed Course | 2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR) |
| 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. Partial completion will lead to a statement of attainment towards the qualification. | |
| Business Services Training Package (BSB v7) Units of Competency Core BSBCRT311 Apply critical thinking skills in a team environment BSBPEF201 Support personal wellbeing in the workplace BSBSUS211 Participate in sustainable work practices BSBTKW301 Use inclusive work practices BSBWHS311 Assist with maintaining workplace safety BSBXCM301 Engage in workplace communication | Electives 7 elective units, of which: 2 elective units must be selected from Group A 1 elective unit must be selected from Group B for the remaining 4 elective units: up to 4 units may be selected from Groups A – G if not listed, up to 3 units may be selected from a Certificate II, Certificate III or Certificate IV from this or any other currently endorsed Training Package qualification or accredited course. |
| Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted. | |
| Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher. | |
| Recommended Entry Requirements Students selecting this course should be interested in working in a business environment. They should be able to use a personal digital device including a personal computer or laptop. There will be out of class homework, research activities and assignments. | |
| Examples of occupations in the business services industry: <ul style="list-style-type: none"> • administration assistant • office junior • information desk operator • clerical worker • receptionist • data entry operator | |
| 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 the 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 units/s of competency. | |
| Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher. | |
| Course Cost: Preliminary - \$xxxx HSC - \$xxxx 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: http://www.sbatinnsw.info/ | |
| 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 | |
| 2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021 | |

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBATS)

School based apprenticeships and traineeships provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

Key feature of School Based Apprenticeships and Traineeships – SBATs

School Based Apprentices are required to:

- Enter into a Training Contract for a nominal duration of generally five years; two years part time followed by three years full time post the HSC.
- Undertake a minimum requirement of 100 days of paid employment unless otherwise stated in the Vocational Training Order (VTO) by 31 December of the year they will complete their HSC.
- Enrol in a minimum Certificate III AQF qualification.

School Based Trainees are required to:

- Enter into a Training Contract for a term of sufficient duration to allow them to complete their formal training requirements for the HSC as well as the minimum requirement of 100 days, of paid employment by 31 December of the HSC year.
- The minimum training term nominated on the training contract for a school based traineeship must be 18 months. However, the Commissioner for Vocational Training will consider variations to this timeframe where required.

School based apprentices and school based trainees will be on the job for approximately one day each week but a minimum of 100 days over Year 11 and Year 12. For the building trades, school based apprentices will undertake 144 days of work based training over two years while at school. For the plumbing trades, school based apprentices will undertake 180 days of work based training over two years while at school. For the electrotechnology trades, school based apprentices will undertake 180 days of work based training over two years while at school.

For the automotive, hospitality and metals and engineering trades, school based apprentices will undertake a minimum of 100 days of work based training over two years while at school. For other trades updated information will be available as Industry Training Advisory Bodies (ITAB's) release new guidelines.

School Based Apprenticeships Available

School Based Apprenticeships are currently being undertaken in the following industry areas. More information on each of the traineeships can be found at:

<http://www.sbatinnsw.info/apprenticeships.php?apg=available&t=student>

- Automotive
- Beauty Therapy
- Carpentry & Joinery
- Electrotechnology
- Hairdressing
- Horticulture
- Hospitality
- Metal & Engineering
- Plumbing

There are many other trade qualifications that may be available while attending school. If you want to enquire further about a School Based Apprenticeships or Traineeships that are not listed speak to the careers advisor.

School Based Traineeships Available

School Based Traineeships are available in a range of industry areas, see industry areas below. More information on each of the traineeships can be found at:

<http://www.sbatinnsw.info/traineeships.php?trpg=travailable&t=student>

| | School Based Traineeship | School Based Apprenticeship |
|--|---|--|
| ATAR | ATAR option available in some industry areas | ATAR attainment is difficult |
| CERTIFICATION ACHIEVED POST HSC | Certificate II or Certificate III | Student is working towards a Certificate III |
| ARTICULATION | STAGE II articulation both on and off the job into Certificate III trade course | Transcript of competencies achieved towards Trade Certificate III |
| CONTRACT | Two year part time | Indentured under a 5 year contract, the first 2 years part time then 3 years full time |
| PROGRESSION | Students and employer make an informed decision regarding the students progression into post school and employment options. | The apprenticeship Training Plan outlines all of the aspects of the SBAT. The completion date is defined in the Training Plan and generally falls after the student has completed their HSC. |

Frequently asked questions about SBATS

How to apply to become a School Based Trainee?

Speak to the school careers advisor or Local Community Partnership representative. Make sure you discuss this with the school careers advisor immediately as this may affect your choice of subjects for Years 11 and 12.

How are School Based Trainees selected?

By competitive application, (involving an industry representative), interview with potential employer and a trial work experience in Term 3 or 4 of Year 10.

How does the School Based Trainee travel to the workplace and TAFE?

Students are required to ensure they can make their own way to both the workplace and TAFE (if required).

What happens if an SBAT misses classes at School?

Students must ensure they communicate regularly with their school VET coordinator and teachers to manage their school work load. Each school will provide mentoring support as required.

EVET

EVET stands for External Vocational Education and Training in Schools. Students will work towards competencies as addressed in the Australian Qualifications Framework (AQF) leading to employable qualifications.

EVET courses give Year 11 and 12 students the opportunity to study TAFE courses as HSC subjects. These courses contribute to your HSC and usually count as 2 units of study.

The school's online registration for TAFE enrolments opens in July and closes in September. No TAFE enrolments will be accepted after the closing date. Students are required to complete the necessary applications when advised by the Careers Advisor during Term 3.

Offers will be made available in Term 4.

Examples of EVET courses include (but are not limited to):

- Animal Studies - Certificate II
- Aviation (Remote Pilot)
- Beauty Services
- Business Services
- Electrotechnology
- Music Industry

Please note that EVET courses can be in various TAFE locations across the Hunter including Newcastle, Kurri Kurri, Glendale and Maitland. Transport to and from the EVET course will be the students responsibility.