

Illawarra Sports High School



SENIOR PROSPECTUS

Year 11 - 2022

Year 12 - 2023

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The Higher School Certificate

Introduction

The Higher School Certificate (HSC) is the highest educational award you can gain in NSW schools. It is an internationally recognised qualification that provides a strong foundation, whether you wish to pursue tertiary study, vocational training or employment.

You start to prepare for your HSC in Year 11 so it's important to get settled into a good study routine at the beginning of the year. Homework and study requirements will increase markedly in Year 11 and even more so in Year 12. The amount and quality of effort will be directly reflected through HSC achievement outcomes. If you have some sound study strategies and time management skills you'll find it easier to manage your homework. You will need to be self-motivated!

How do I choose subjects in Year 11?

Deciding which subjects to study in Year 11 is extremely important. The main factors to consider are:

- **your abilities** – your performance over the past years is some indication of what you can do. If you are not performing well in your present courses including English your chance of going directly to university may be limited. Be realistic about yourself. Build on your strengths. If you know you are good in a particular area, select subjects which develop your strengths and enable you to go on achieving well.
- **your interests** – you should choose courses that you are interested in, and those which may relate to your future career choice.
- **your career choices / hopes** – you don't need to know exactly what you wish to do, but you should have a general idea of those careers which interest you most. If you are wanting to go to University, TAFE or other institutions you must look carefully at courses you wish to study after the HSC to see what requirements are expected.

Advice for choosing your subjects

- It's advisable **not** to base your subject choices on:
- **Friends:** Your friends often have different abilities, interests and motivation from yours.
- **Teachers:** Don't select a subject because your favourite teacher may be teaching it. Teachers are often given other classes or change schools. Choose for you!
- **Excursions:** Many subjects have interesting excursions. Don't endure two years of misery for one particular excursion if you are not suited to that subject.
- **Rumours:** It is pointless to study a subject you are NOT interested in, or NOT good at, because of rumours about jobs or marks.
- **'Easy Subjects':** None of the subjects you will be able to select from are 'easy' subjects. Your success in any subject depends on your commitment and enthusiasm.
- **Boys' Subjects / Girls' Subjects:** There are NO separate subjects for boys or girls. If you are genuinely good at, or interested in a subject then it is for YOU.

If you wish to enter the workforce after completing the HSC consider:

- The subjects you choose in the Senior School may be very important in determining the career direction you take.
- The subjects you take may influence an employer to select you for a particular position. In particular consider VET Board Developed Framework courses or VET Content Endorsed courses which are dual accredited vocational courses. These courses give you specific competencies which are valuable in the workplace.
- If you are certain that you will not be applying for entry to a university then you may find there is greater flexibility in the subject choices available to you to choose from.

If you wish to pursue tertiary study after completing the HSC consider the following:

- **Prerequisite Subjects:** Particular school subjects are sometimes compulsory for studying certain tertiary courses. These are called prerequisite subjects. Entry to these courses without HSC results in these subjects is not permitted. Some courses require that you achieve a prescribed standard in a specified HSC course before an offer of a place is made.
- There are also Subject Prerequisites - some particular subjects within a university course require that you achieve a prescribed standard in a specified HSC course before you are allowed to enroll. If you do not have the required subject prerequisite but do have a suitable ATAR you may still be selected for the course but may be unable to take the particular subject within the course.
- **Assumed Knowledge:** Particular school subjects are often assumed knowledge for certain tertiary courses - that is, university lecturers will assume students have studied this subject for the HSC and their lectures will not cover these subjects again. Study at tertiary level without background knowledge can be extremely difficult.
- **Recommended Subjects:** Specific school subjects are often recommended for tertiary courses, but your chances of selection are not affected if you haven't studied these HSC courses.

Prepare for Year 11 by doing some essential research

- Prerequisites, assumed knowledge and recommended HSC courses are listed by the universities in the UAC Guide.
- Discuss your subject selection after the explanation of the HSC requirements with Mr King the school's Careers Advisor.
- Discuss your selection of subjects with your parents or caregivers.
- Discuss subjects you may like to do with Head Teachers and teachers.
- Investigate career and employment opportunities, appropriate training courses at university and TAFE levels.
- Find out about courses and 'on the job' training. Use the School Careers Resources, visit Open Days at Universities and TAFE Colleges.
- Talk to employers, tertiary personnel and ex-students.

What courses do you have to study?

There are some rules about the courses you need to study to gain an HSC. You must complete at least 12 Preliminary units (usually studied in Year 11) and 10 HSC units (usually studied in Year 12). Most courses are worth 2 units although some, including HSC Extension courses, are 1 unit. The Preliminary component of a course must be completed before starting the HSC component.

In Year 11 and Year 12 your subject selection must include the following: -

- two units of English
- six units of Board Developed Courses
- three courses of 2 units or greater
- four subjects

Are there different categories of courses?

There are two main categories of courses – Board Developed and Board Endorsed.

Work Related Access Program (WRAP) Course Information

WRAP has been developed in recognition of the need to ensure that our school best meets the individual needs of its diverse range of students. WRAP is designed to provide students who have a preferred interest in vocational pathways. WRAP is targeted at students who have career aspirations that are more practical in nature as opposed to the academic pathway that would traditionally support students to enter university.

Illawarra Sports High School has developed a learning framework approved by the NESA, that provides senior students with an opportunity to gain their HSC while engaging with subjects and activities that have genuine relevance to them. The WRAP program **IS NOT an ATAR eligible** study program.

While attaining their HSC, students will also be undertaking at least one nationally accredited Vocational Education and Training (VET) course, while also participating in regular ongoing work experience for at least one day a week under the banner of Work Studies / Work Experience. The purpose of this experience is to introduce students to the world of work in a very genuine context. It is hoped that while they will be developing basic skills and knowledge relevant to the tasks performed, more importantly they will develop valuable generic employability skills which may make them more competitive in the labour market. It is hoped that they will also have the opportunity to generate relationships and networks beyond their normal family and school based networks, which may also further enhance their future employment opportunities.

Students in the WRAP program will undertake subjects from one of the following patterns of study:

Compulsory Subjects	
English Studies	
Work Studies	
Plus at least (1) VET subject	Plus the remainder Mainstream classes
EVET Courses OR School Delivered VET Courses <ul style="list-style-type: none"> • Business Services VET • Construction VET • Hospitality VET • Sports Coaching VET 	As per prospectus

Students also have the option of selecting an EVET course in a course that may be of particular interest to them. Students participating in WRAP are also provided with additional support by the school to find suitable work experience opportunities. Students and their employer hosts will be assisted with advice and relevant support as required, to ensure that students who are part of this program are 'work ready' and able to contribute meaningfully to the workplace.

Places in the WRAP program are limited. Students who don't participate and apply themselves diligently in each of their WRAP subjects will be at risk of losing their places in WRAP. If you have any questions about the WRAP program please contact Mr. Phil Munn (Deputy Principal) or Mr. Simon King (Careers Advisor).

BOARD DEVELOPED COURSES

Board Developed Course Information

These are the large number of courses set and examined by NESA including courses in the areas of English, Mathematics, Science, Technology, Creative Arts, Personal Development, Health and Physical Education, Human Society and Its Environment, Languages and Vocational Education and Training (VET) Industry Curriculum Frameworks. Most Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). Board Developed Courses are usually 2 units, with the exception of most Extension Courses (1 unit) and some VET courses.

Board Developed Courses are divided into Category A and Board Developed VET Category B course types:

Category 'A' Courses: These are Board Developed courses for which there are formal examinations conducted by the NESA that yield a graded assessment. Please see booklet listing for Category A courses to be offered.

Category 'B' Courses: Board Developed VET Courses are offered either through courses delivered on site at Illawarra Sports High School or by TAFE through the EVET program. 240 hour Category B courses have an optional HSC examination. Only 240 hour courses are eligible to be included in your ATAR calculation. **If you choose to sit the optional examination only two units or one Category B course can count towards your ATAR.** If you choose not to do the optional exam, that course will NOT count towards your ATAR. For those students who are wanting to achieve an ATAR, **only the best 2 units of study, that is, one Category B Board Developed Course, is eligible to be included in your ATAR calculation.** They are available in 13 industry curriculum frameworks including:

- Automotive
- Business Services (ISHS Delivery)
- Construction (ISHS Delivery)
- Electrotechnology
- Entertainment
- Financial Services
- Hospitality (ISHS delivery)
- Human Services
- Information, Digital Media and Technology
- Metal and Engineering (ISHS Delivery)
- Primary Industries
- Retail Services (ISHS Delivery)
- Tourism and Events

Each framework is made up of a combination of units of competency contained in national Training Packages. Each industry curriculum framework identifies the units of competency which make up 120 and 240 hour courses for the HSC in that industry and any specialisation or extension courses that are available. These courses require you to spend a minimum number of hours (usually 35 hours in Year 11 and 35 hours in Year 12) in the workplace.

The new English Studies and Mathematics Standard courses have been categorized as Category B ATAR courses for the 2019 HSC onwards.

Board Endorsed Courses

These courses are developed by schools, TAFE and universities. They count towards your HSC and are listed on your Record of Achievement **but do not contribute towards the calculation of an ATAR.** There is no external examination for any Content Endorsed or School Developed Courses.

Eligibility for an ATAR

ATAR courses are Board Developed courses for which there are formal examinations conducted by the NESA that yield a graded assessment.

To be eligible for an ATAR a student must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- 8 units from Category A courses and
- 2 units of English and
- 3 Board Developed courses of 2 units or greater and
- 4 subjects

You must check your program of study carefully to make sure that you will be eligible for an ATAR – it is your responsibility.

Vocational Education and Training (VET) and the HSC

VET courses can be studied either at school or through TAFE NSW and other training providers. VET courses provide students with an opportunity to develop skills and knowledge directly linked with the needs of industry. VET courses provide students with an opportunity to improve and enhance employment and further training opportunities. Students can be studying for a HSC and at the same time be training for a specific vocational outcome. Each course framework is based on national competency standards that have been determined by a particular industry and defined in a national training package. Students achieving all required units of competency will receive a certificate or statement of attainment listing the units of competencies achieved. These qualifications will be issued by the NSW NESA. Most VET courses have a compulsory work placement component of at least 35 hours for Year 11 and 35 hours for Year 12.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials which are recognised by industry and employers throughout Australia.

Board Endorsed VET Courses

VET Content Endorsed Courses including TAFE delivered Board Endorsed Courses are available in a broad range of industry areas not covered by VET Industry Frameworks. VET Board Endorsed courses are NOT eligible to be considered for an ATAR calculation.

Talk to Mr King the VET Coordinator or the Head Teacher of the faculty that delivers the course you are interested in for further details about VET courses, and visit the Board's website:

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

Some other FAQs and answers

What are Units?

All courses are organised into units. Most subjects offered at Illawarra Sports High School are 2 units, except for extension subjects which are 1 unit. Extension subjects are designed for students who want to work at a higher level in that subject area.

How many units do I need to have in Year 11 (Preliminary HSC)?

A minimum of 12 units – this is usually made up of 6 subjects.

How many units do I need to have in Year 12 HSC?

A minimum of 10 units.

If I want to go to keep the option open to go to university are there restrictions on what subjects I can choose?

- Yes. You must choose 8 units from Category A courses and 2 units of English
- 3 Board Developed courses of 2 units or greater, and
- 4 subjects

WHAT is an ATAR?

An ATAR is the Australian Tertiary Admissions Rank. It is a ranking given to you calculated on your HSC results compared with the other HSC candidates from that year. You only need an ATAR if you think you want to university.

Who is responsible for ensuring that I have selected the correct Study pattern?

You are. The school will provide lots of advice and ensure you meet all necessary NESA requirements in regards to HSC & ATAR eligibility, but ultimately you are the person responsible.

What does 'satisfactorily completed' mean?

Satisfactory completion of a course involves not only the completion of assessment tasks but satisfactory participation and progress in all aspects of the course.

To satisfactorily complete a course you must:

- Complete the requirements of the course as specified by the syllabus. This includes all mandatory oral, practical and project work, class tests, and mandatory structured work placements.
- Make a serious attempt at completing assessment tasks which contribute a minimum of 50% towards the school's assessment mark for that subject.
- Attend classes / lessons so that you can achieve the outcomes determined for the courses you are studying. If you do not attend regularly you cannot demonstrate that you have attained the outcomes for the course or with 'diligence' and sustained effort' on the set tasks and experiences. A student missing more than 10% of available school days is at an extreme risk of not meeting course requirements.

What happens if I don't satisfactorily complete a course?

If the Principal considers that you have not satisfactorily studied and completed a Preliminary Course, you may not be granted entry into the HSC course. If you do not satisfactorily complete an HSC course, you will not be awarded a school assessment mark and you will not receive an HSC exam mark. If as a consequence the number of units you are presenting is less than the 10 you require for the HSC or 12 that you require for the Preliminary HSC course, you will not be eligible for the award of the HSC at the end of Year 12.

Aboriginal Studies

2 Units each for Year 11 and Year 12

Board Developed Course

Exclusions: None

Course Description:

Aboriginal Studies develops students' knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples and the concept of 'shared histories' with a view to enabling students to be active and informed citizens in promoting a just society for all Australians.

Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples.

Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.

Aboriginal history and culture are fundamental to the development of Australian identity. Aboriginal Studies acknowledges the contribution of Aboriginal cultures and communities to Australian society.

Aboriginal Studies seeks to provide a body of knowledge that is both accurate and unbiased. The course will provide students with ways of detecting and analysing bias in representations of Aboriginal peoples.

Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to 'learn together' with Aboriginal peoples and communities. All students are encouraged to take an active role in the process of reconciliation.

Main Topics Covered:

Year 11:

- Part I – Aboriginality and the Land
- Part II – Heritage and Identity
- Part III – International Indigenous Community
- Part IV – Local Community Case Study

Year 12:

- Part I — Social Justice and Human Rights Issues
- Part II — Aboriginality and the Land
- Part III — Major Project

Particular Course Requirements: Students complete a major project during the HSC course.

Course Advisor: Mr M Owen

Ancient History

2 Units each for Year 11 and Year 12

Board Developed Course

Exclusions: None

Course Description:

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander peoples.

The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past. It encourages students to appreciate our responsibility for conserving and preserving the world's cultural heritage.

Main Topics Covered

Year 11 Course

- Investigating Ancient History
 - The Nature of Ancient History
 - Case Studies
 - ONE case study **must** be from Egypt, Greece, Rome or Celtic Europe.
 - ONE case study **must** be from the Near East, Asia, the Americas or Australia.
- Features of Ancient Societies
- Historical Investigation

Year 12 Course

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- Ancient Societies
- Personalities in their Times
- Historical Periods

Particular Course Requirements:

Students complete a historical investigation during the Preliminary Course.

Course Advisor: Mr. M Owen

Biology

2 Units each for Year 11 and Year 12

Board Developed Course

Course Description:

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

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

Main Topics Covered:

Year 11 Course

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

Year 12 Course

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

Depth Studies: At least one depth study must be included in both Year 11 and Year 12.

This is an investigation/activity that the student completes individually or collaboratively and allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in biology.

A depth study may be, but is not limited to:

- a practical investigation or series of practical investigations and/or a secondary-sourced investigation or series of secondary-sourced investigations
- presentations, research assignments or fieldwork reports
- the extension of concepts found within the course, either qualitatively and/or quantitatively.

Course Advisors: Mr. D Naumovski, Miss A Rouse and Miss M Berry

Business Studies

2 Units each for Year 11 and Year 12

Board Developed Course

Exclusions: None

Course Description:

Business Studies aims to develop knowledge, understanding, skills and values which enable students to make judgements about the performance of businesses in a dynamic business environment.

Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life.

As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies, the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

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. Students also investigate business planning and use a range of information to assess and evaluate business performance. The role of incentives, personal motivation and entrepreneurship, especially in small business, is recognised as a powerful influence in business success.

Main topics Covered:

Year 11 Course

- Nature of Business
- Business Management
- Business Planning

Year 12 Course

- Operations
- Marketing
- Finance
- Human Resources

Particular Course Requirements:

Students complete a research project in the Preliminary Course, investigating the operation of a small business.

Course Advisors: Mr. M Owen

Chemistry

2 Units each for 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.

Main Topics Covered:

Year 11 Course

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

Year 12 Course

- Equilibrium and Acid Reactions
- Acid/Base Reactions
- Organic Chemistry
- Applying Chemical Ideas

Depth Studies: At least one depth study must be included in both Year 11 and Year 12.

This is an investigation/activity that the student completes individually or collaboratively and allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in chemistry.

A depth study may be, but is not limited to:

- a practical investigation or series of practical investigations and/or a secondary-sourced investigation or series of secondary-sourced investigations
- presentations, research assignments or fieldwork reports
- the extension of concepts found within the course, either qualitatively and/or quantitatively.

Course Advisors: Mrs. M Thomas

Community and Family Studies

2 Units each for Year 11 and Year 12

Board Developed Course

Exclusions: None

Course Description:

Community and Family Studies at Stage 6 is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.

Year 11 Course

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

Year 12 Course

- Resource Methodology: Ethical research procedures culminating in the production of an Independent Research Project. (Indicative course time: 25%)
- Groups in Context. The needs of specific community groups. (Indicative course time: 25%)
- Parenting and Caring. Individuals and groups who adopt roles in parenting and caring in contemporary society. (indicative course time: 25%)

Year 12 Option Modules Select one of the following. (Indicative course time: 25%):

- Family and Societal Interactions: How government and community structures support and protect family members throughout the life span.
- Social Impact of Technology: The impact of evolving technologies on individuals, families, work and communities.
- Individuals and Work: Contemporary issues confronting families as they manage their roles within both their family and work environments.

Particular Course Requirements:

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

Course Advisor: Mrs. T Wale

Computing Studies – Information Processes and Technology

2 Units each for Year 11 and Year 12

Board Developed Course

Exclusions: None

Course Description:

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

Main topics covered:

Year 11 Course

- Principles of Information Processes
- Tools for Information Processes
- Planning, Design and Implementation
- Project work

Year 12 Course

- Information systems that organise and analyse
- Communication based information systems
- Option strands, the study of two information systems; Transaction processing and Multimedia
- Project work

Particular Course Requirements:

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

Course Advisor: Mr P Davies

Earth and Environmental Science

2 units each for 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.

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also 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.

Main Topics Covered:

Year 11 Course

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

Year 12 Course

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

Depth Studies: At least one depth study must be included in both Year 11 and Year 12.

This is an investigation/activity that the student completes individually or collaboratively and allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in earth and environmental science.

A depth study may be, but is not limited to:

- a practical investigation or series of practical investigations and/or a secondary-sourced investigation or series of secondary-sourced investigations
- presentations, research assignments or fieldwork reports
- the extension of concepts found within the course, either qualitatively and/or quantitatively.

Course Advisors: Mr. J Murada

Engineering Studies

2 units each for Year 11 and Year 12

Board Developed Course

Exclusions: None

Course Description:

Both Preliminary and HSC Courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession.

Students study engineering by investigating a range of applications and fields of engineering.

Main Topics Covered:

Preliminary Course

Students undertake the study and develop an engineering report for each of 5 modules:

- Three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; and braking systems;
- One focus module relating to the field of Bio-Engineering;
- One elective module.

HSC Course

Students undertake the study and develop an engineering report for each of 5 modules:

- Three application modules (based on engineered products). At least one product is studied from each of the following categories: Civil structures; personal and public transport, lifting devices.
- Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements:

Students develop an engineering report for each module studied.

At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

Course Fees: Nil

Course Advisor: Mr P Davies

English Standard - Overview

2 units each for Year 11 and Year 12

Board Developed Course

Exclusions: English Life Skills, English Studies, English Advanced; English EAL/D, English Extension

Course Description:

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

Main Topics Covered:

Year 11 English Standard Student Requirements:

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

Year 11 English Standard Course Requirements:

There are no prescribed texts for Year 11.

- Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film.)
- Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or poetry, which may constitute a selection of poems from the work of one poet.
- Students must explore 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 the study of texts with their own wide reading.

Year 12 English Standard Course Requirements:

- 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.

Year 12 English Standard Course Requirements:

Students are required to closely study **three types of prescribed texts**, one drawn from each of the following categories:

- prose fiction **OR** print nonfiction
- poetry **OR** drama
- film **OR** media

- The selection of texts for *Module C: The Craft of Writing* does not contribute to the required pattern of prescribed texts for the course.
- Students must study ONE related text in the *Common Module: Texts and Human Experiences*.

Further details are available at the NESA website: <http://syllabus.nesa.nsw.edu.au/english>

Course Advisor: Mr. M Delich

English Advanced - Overview

2 units each for Year 11 and Year 12

Board Developed Course

Exclusions: English Life Skills, English Studies, English Standard, English EAL/D, English Extension

Course Description:

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skill sin their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

Main Topics Covered:

Year 11 English Advanced Student Requirements

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

Year 11 English Advanced Course Requirements

- There are no prescribed texts for Year 11
- Students must explore 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.

Year 12 English Advanced Student Requirements

- 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.

Year 12 English Advanced Course Requirements

Students are required to closely study **four prescribed texts**, one drawn from each of the following categories:

- Shakespearean drama
- Prose fiction OR print nonfiction
- Poetry OR drama
- The remaining text may be film, media or digital text **or** may be selected from one of the categories above.
- 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.
- Students must study ONE related text in the *Common module: Texts and Human Experiences*.

Further details are available at the NESA website: <http://syllabus.nesa.nsw.edu.au/english>

Course Advisor: Mr. M Delich

English Extension - Overview

1 unit each for Year 11 and Year 12

Board Developed Course

Exclusions: English Life Skills, English Studies, English Standard, English EAL/D

Course Description:

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

Main Topics Covered:

Year 11 English Extension Student Requirements;

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

Year 11 English Extension Course 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.

Year 12 English Extension 1 Student Requirements;

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

Year 12 English Extension 1 Course 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.

Year 12 English Extension 2 Student Requirements

- 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.

Year 12 English Extension 2 Course Requirements

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

Further details are available at the NESA website: <http://syllabus.nesa.nsw.edu.au/english>

Course Advisor: Mr. M Delich

English Studies

2 Units each for Year 11 and Year 12

Board Developed Course

Exclusions: English Life Skills, English Advanced; English Standard; English EAL/D, English Extensions.

Course Description:

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course.

Main Topics Covered

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

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

ATAR Classification of English Studies.

NESA has developed a new Stage 6 Board Developed course, English Studies, to be implemented with Year 11 from 2018.

This syllabus was reviewed by the NSW/Territories Committee of Chairs of Academic Boards/Senates to assess its classification for the calculation of the Australian Tertiary Admissions Rank (ATAR).

The decision by this Committee is to classify the course as Category B for the 2019 HSC onwards.

Those students who take English Studies in the HSC and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation.

Therefore, English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

Further details are available at the NESA website: <http://syllabus.nesa.nsw.edu.au/english/>

Course Advisor: Mr. M Delich

Food Technology

2 units each for Year 11 and Year 12

Board Developed Course

Exclusions: None

Course Description:

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition, and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

Main Topics Covered:

Year 11 Course

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

Year 12 Course

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

Particular Course Requirements:

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

In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the 'learning to' section of each strand.

Course Fees: \$25.00 per term

Course Advisor: Ms. L Mahon

Geography

2 units each for Year 11 and Year 12

Board Developed Course

Exclusions: None

Course Description:

The aim of Geography is to enable students to study the spatial and ecological dimensions of biophysical and human phenomena in a changing world.

Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world.

Geography has many dimensions, two of which are emphasised in this syllabus:

- the ecological dimension considers how humans interact with environments
- the spatial dimension focuses on where things are, why they are there and how people interact differently with environments in different places.

Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world.

Geography is a life-long interest, stimulating a natural curiosity about how and why the world's people and their environments are so varied. There are four primary reasons why students should study the subject of Geography:

- by definition, Geography provides knowledge of the earth and helps people to plan and make decisions about the spatial dimensions of the world
- Geography provides an intellectual challenge to reach a deeper understanding of the variable character of life on our planet
- with a strong grasp of Geography, students are well prepared to explore issues as informed citizens in a changing world
- students of Geography develop skills and understandings transferable and applicable to the world of work.

Main Topics Covered:

Year 11 Course

- Biophysical studies
- Global studies
- The Senior Geography Project

Year 12 Course

- Ecosystems at Risk
- Urban Places
- People and Resource Use

Particular Course Requirements:

Students complete a 'Senior Geography Project (SGP)' in the Preliminary course and undertake 10 hours of fieldwork in both the Preliminary and HSC courses.

Course Advisor: Mr. M Owen

Indonesian Beginners

2 Units each for Year 11 and 12

Board Developed Course

Exclusions: Students who have studied Indonesian in Stage 5 (Year 9 and 10) are not eligible for this course.

Course Description:

Indonesia's rich and diverse culture reflects its long history at the commercial and cultural crossroads of South-East Asia. The study of the Indonesian language provides access to an important part of the rich cultural tradition of South-East Asia and provides insights into the art, music, customs, beliefs and ways of thinking of the people of the Indonesian archipelago.

The ability to communicate in Indonesian enhances the positive features of Australia's culturally diverse society and helps to reinforce the ideals of mutual respect. It promotes understanding, harmony and cooperation between Australia and Indonesia.

Indonesian is an accessible language for school students. It is a non-tonal language with a Romanised script and regular phonetic pronunciation. The study of Indonesian provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Main Topics Covered:

- Objective 1 - Interacting
- Objective 2 – Understanding Texts
- Objective 3 – Producing Texts
- Topic 1 – The Personal World
- Topic 2 – The Indonesian-speaking World

Particular Course Requirements:

Students who have studied Indonesian in Stage 5 (Year 9 and 10) are not eligible for this course.

Course Advisor: Mrs. J Hilton

Industrial Technology - Timber Products and Furniture Technologies / Multimedia

2 units each for Year 11 and Year 12

Board Developed Course

Exclusions: None

Course Description:

Industrial Technology Stage 6 consists of project work and Industry Study that develops a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

Main Topics Covered:

Year 11 Course

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

- Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety.
- Design and Management - designing, drawing, computer applications, project management.
- Workplace Communication - literacy, calculations, graphics.
- Industry Specific Content and Production

Year 12 Course

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

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

Particular Course Requirements:

In the Preliminary course, students must design, develop and construct a number of projects and a management portfolio (at least one group project). Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management portfolio. They also undertake a study of the overall industry related to the specific focus area.

Course Fees: Year 11 - \$60.00, Year 12 - \$60 for consumables.

Cost of Major Project is funded by student.

There are **no course fees** for Multimedia

Course Advisor: Mr. P Davies

Investigating Science

2 units each for Year 11 and Year 12

Board Developed Course

Course Description:

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

The ongoing study of science and the specific Working Scientifically skills, processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society.

Main Topics Covered:

Year 11 Course

- Cause and Effect – Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws

Year 12 Course

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society

Depth Studies: At least one depth study must be included in both Year 11 and Year 12.

This is an investigation/activity that the student completes individually or collaboratively and allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in science.

A depth study may be, but is not limited to:

- a practical investigation or series of practical investigations and/or a secondary-sourced investigation or series of secondary-sourced investigations
- presentations, research assignments or fieldwork reports
- the extension of concepts found within the course, either qualitatively and/or quantitatively.

Course Advisors: Mrs. M Thomas, Miss A Rouse and Miss M Berry

Legal Studies

2 units each for Year 11 and Year 12

Board Developed Course

Exclusions: None

Course Description:

Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level. Students of Legal Studies will develop an understanding of legal concepts and the way the law functions in our society. The syllabus focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it.

Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all. The Legal Studies course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures.

The Preliminary course develops an understanding of the nature and functions of law and investigate the way in which the law impacts on individuals. The study of two contemporary issues illustrates how the law operates in practice.

The Year 11 course

- investigates criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.
- investigates human rights and assess the extent to which the legal system embodies and promotes them in practice.
- Two options provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course.

The structure of Legal Studies

Year 11 Course

- Core Part I: The Legal System
- Core Part II: The Individual and the Law
- Core Part III: Law in Practice

Year 12 Course

- Core Part I: Crime
- Core Part II: Human Rights
- Core Part III: Options

Two options chosen are Family and World Order.

Particular Course Requirements: None

Course Advisor: Mr. M Owen

Mathematics Standard

2 units each for Year 11 and Year 12

(leading to either Mathematics Standard 1 or 2 in Year 12)

Board Developed Course

ATAR Requirements

Those students who take Mathematics Standard 1 in the 2021 HSC and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included.

Prerequisites

The course is constructed on the assumption that students have achieved good success in the outcomes at the 5.1 level in Stage 5 Mathematics in Year 10.

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.

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.

Year 11 Course Structure and Requirements

The Year 11 course is organised in topics, with the topics divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

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

Year 12 Course Structure

The courses are organised into topics, with the topics divided into subtopics.

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

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

Course Advisor: Mr. M Fitzhenry

Mathematics Advanced

2 units each for Year 11 and Year 12

(This is a new course replacing Mathematics 2 Unit)

Board Developed Course

Exclusions

Students may not study Mathematics Standard in conjunction with Mathematics Advanced.

Aim

The study of Mathematics Advanced in Stage 6 enables students to enhance their knowledge and understanding of what it means to work mathematically, develop their understanding of the relationship between 'real-world' problems and mathematical models and extend their skills of concise and systematic communication.

Knowledge, Skills and Understanding

Students:

- develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques
- develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data, statistics and probability
- develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations
- develop the ability to interpret and communicate mathematics logically and concisely in a variety of forms.

Values and Attitudes

Students value and appreciate:

- mathematics as an essential and relevant part of life, recognising that its development and use have been largely in response to human needs by societies all around the globe
- the importance of resilience and self-motivation in undertaking mathematical challenges and the importance of taking responsibility for their own learning and evaluation of their mathematical development.

Course structure and Requirements

The course is organised in topics and subtopics, as shown in the tables below.

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

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

Course Advisor: Mr M. Fitzhenry

Mathematics Extension 1

1 unit each for Year 11 and Year 12

Board Developed Course

Exclusions

Students may not study Mathematics Standard in conjunction with Mathematics Advanced.

Corequisites

Students who study this course must study Advanced Mathematics in Year 11, and either Advanced Mathematics or Extension 2 Mathematics in Year 12.

Aim

The study of Mathematics Extension 1 in Stage 6 enables students to extend their knowledge and understanding of what it means to work mathematically, develop their skills to reason logically, generalise and make connections, and enhance their understanding of how to communicate in a concise and systematic manner.

Knowledge, Skills and Understanding

Students:

- develop efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques
- develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis
- use technology effectively and apply critical thinking to recognise appropriate times for such use
- develop the ability to interpret, justify and communicate mathematics in a variety of forms.

Values and Attitudes

Students value and appreciate:

- mathematics as an essential and relevant part of life, recognising that its development and use has been largely in response to human needs by societies all around the globe
- the importance of resilience and self-motivation in undertaking mathematical challenges and the importance of taking responsibility for their own learning and evaluation of their mathematical development.

Course structure and Requirements

The course is organised in topics and subtopics, as shown in the tables below.

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

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

Course Advisor: Mr. M Fitzhenry

Modern History

2 units each for Year 11 and Year 12

Board Developed Course

Exclusions: None

Course Description:

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

Modern History provides students with opportunities to explore their interest and curiosity about people and events that have had a significant impact on the modern world. It provides insight into the possible motivations and role of individuals and groups, as well as the origin and impact of ideas and developments that have transformed societies. It enables students to acquire knowledge and to understand how knowledge is constructed. Modern History provides opportunities for students to explore historical problems, to pose questions and to consider problems of evidence, causation and historical agency as part of the historical inquiry process, using the information technology available to them.

Main Topics Covered

Year 11 Course

- Investigating Modern History
 - The Nature of Modern History
 - Case Studies Historical Investigation
 - 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.
 - The Shaping of the Modern World

Year 12 Course

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

Particular Course Requirements:

Students complete a historical investigation during the Preliminary Course.

Course Advisor: Mr. M Owen

Music 1- Overview

2 units each for Year 11 and Year 12

Board Developed Course

Prerequisites: Nil

Exclusions: Music 2

Course Aim:

The aim of Music 1 Stage 6 is to provide students with the opportunities to acquire knowledge, skills and experiences and to emerge as musically sensitive and capable individuals with the capacity and desire for music to play a significant and continually developing role in their lives.

Course Candidature

Music 1 caters for students who have diverse musical backgrounds and musical interests, including those with an interest in popular music. It caters for students with a formal musical background as well as those with only informal experience. It recognises that students who have had no further involvement in Music beyond their introduction in the Mandatory course will need to revisit elementary musical skills and understanding.

Course Description

Music 1 assumes no prior knowledge of musical notation beyond the basic introduction in the Years 7 – 10 Mandatory courses. Students in Music 1 range from those with beginner instrumental and/or vocal skills to those with highly developed performance skills in a variety of musical styles including contemporary/popular music

In Music 1, 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

Preliminary Course

Students will study at least THREE topics from a prescribed list covering a range of styles, periods and genres.

HSC Course:

Students will study at least THREE topics from a prescribed list covering a range of styles, periods and genres.

The topics must be:

Either - THREE topics which are different from those studied in the Preliminary Course

OR - TWO topics which are difference from those studied in the Preliminary course and ONE topic from the Preliminary course which shows greater depth of understanding, explores new repertoire and includes a comparative study.

Further details are available at the NESA website;

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Course Advisor: Mr. M Delich

Numeracy

2 units each for Year 11 and 12

Content Endorsed Course (CEC)

New NESA course offer for the first time in 2022

ATAR – this course cannot contribute to the calculation of an ATAR

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

Course Description

The Numeracy CEC 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
- Understand plans and maps

Developing numeracy skills means knowing how to use mathematics in everyday life in the workplace and in life.

These skills help to overcome challenges, recognize 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.

Syllabus and support materials will be published by NESA in Term 3, 2021.

Course Advisor: Mr. M Fitzhenry

Personal Development Health and Physical Education

2 units each for Year 11 and Year 12

Board Developed Course

Exclusions: None

Course Description:

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

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

Main Topics Covered:

Year 11 Course

Core Topics (60%)

- Better health for individuals
- The Body in Motion

Optional Components (40%)

Two (2) options are selected from the following four (4) listed

- 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%)

Two (2) options are selected from the following five (5) listed

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

Particular Course Requirements:

Excursions to the University of Wollongong and Killalea State Park are incorporated into the Year 11 course.

Course Advisor: Mr. B Kelly

Physics

2 units each for Year 11 and Year 12

Board Developed Course

Course Description:

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

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

Main Topics Covered:

Year 11 Course

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

Year 12 Course

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

Depth Studies: At least one depth study must be included in both Year 11 and Year 12.

This is an investigation/activity that the student completes individually or collaboratively and allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in physics.

A depth study may be, but is not limited to:

- a practical investigation or series of practical investigations and/or a secondary-sourced investigation or series of secondary-sourced investigations
- presentations, research assignments or fieldwork reports
- the extension of concepts found within the course, either qualitatively and/or quantitatively.

Course Advisors: Mrs. K Storey and Mr. M Smallman

Science Extension (Information ONLY)

1 unit for Year 12 in 2022

Board Developed Course

Course Description:

The Science Extension Stage 6 Syllabus focuses on the nature, development and processes of science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this, students extend their knowledge of the discipline(s), conduct further analysis and authentic scientific investigations, and uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Students interrogate and refine their ideas of and about science through analysing historic and cultural observations and significant scientific research within the relevant ethical frameworks and philosophical arguments of the time.

Science Extension is designed for students with an interest in scientific research. The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level, and to engage in new and emerging industries.

Main Topics Covered:

Year 12 Course

The Foundations of Scientific Thinking

The Scientific Research Proposal

The Data, Evidence and Decisions

The Scientific Research Report

Prerequisite courses for entry into Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Scientific Research Project

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

The Scientific Research Report and Portfolio produced in this course may be an extension of, but must not overlap with or significantly duplicate, any depth study attempted in the Year 11 or Year 12 Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics courses.

Course Advisor: Mrs. M Thomas

Society and Culture

2 Units each for Year 11 and Year 12

Board Developed Course

Exclusions: None

Course Description

Society and Culture draws on concepts and social research methodologies from psychology, philosophy, media studies, anthropology, cultural studies, communication, social ecology and sociology.

Society and Culture has direct relevance to students enabling them to develop understanding of themselves, their own society and culture and the societies and cultures of others.

Students are provided with the necessary concepts, skills, knowledge and competencies to encourage independent thinking that may be used to explain patterns of behaviour, solve problems and actively contribute to society.

Society and Culture

- provides students with the skills to critically analyse viewpoints about people, religions, societies, cultures and environments, and their interactions across time.
- promotes an awareness of power and authority, gender, technology
- facilitates intercultural understanding.

The emphasis on individual study and group work encourages students to manage their own learning, as well as providing experience of working within teams. Students will develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Main Topics Covered:

Year 11 Course

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

Year 12 Course

Core:

- The Personal Interest Project
- Social and Cultural Continuity and Change

Depth Studies - Two to be chosen from:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Non-conformity

Particular Course Requirements: Students complete a 'Personal Interest Project' (PIP) during the HSC Course

Course Advisor: Mr. M Owen

Textiles and Design

2 units each for Year 11 and Year 12

Board Developed Course

Exclusions: None

Course Description:

The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.

The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project which is specific to a selected focus area and which includes supporting documentation and textile item/s.

Main Topics Covered:

Year 11 Course

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

Year 12 Course

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

Particular Course Requirements:

In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study as either experimental work and/or project work. In the HSC course the Major Textile Project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon their knowledge and understanding of design, properties and performance and the ATCFAL developed in the Preliminary course.

Course Fees: \$5.00 per term

Course Advisor: Ms. L Mahon

Visual Arts

2 units each for Year 11 and Year 12

Board Developed Course

Course Description:

Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in a 'Body of Work' in the HSC course that reflects students' knowledge and understanding of art practices and demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent 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.

Main Topics Covered:

Year 11 Course learning opportunities focus on:

- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists' artwork, the world and audiences in the art world
- The frames and how students might develop their own informed points of view
- How students may develop meaning, 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 own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the art world

Particular Course Requirements:

Year 11 Course

- Artworks are completed in at least 2 forms and documented in the VAPD
- A broad investigation of ideas in art criticism and art history is completed
- Visual Arts Process Diary and all additional practical work constitutes 50% of the course
- Written class work and examinations comprise the other 50%

Year 12 Course

- Development of a body of work and use of a process diary constitutes 50% of course
- A minimum of 5 Case Studies (4-10 hours each) are to be studied
- Assignments, essays and short answer tasks are compulsory
- Deeper and more complex investigations of ideas in art criticism and art history feature in the HSC year

Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:

- Ceramics- Visual Arts HSC Ceramics Body of Work (not allowed for the HSC)
- Furnishing - the Furnishing Integrated project(s) cannot be used as a Body of Work
- Photography - Visual Arts HSC Photography Body of Work (not allowed if studying Photography)
- Visual Design - Products developed cannot be used as a Body of Work in Visual Arts

Fees: Year 11 - \$50.00; Year 12 - \$50.00; plus costs of Body of Work

Course Advisor: Mrs. L Cracknell

VET COURSES

Information for Students Undertaking School Delivered VET Courses

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

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

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

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

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

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

Optional External HSC Examination

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

Assessment Procedures

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

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

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

Student Selection, enrolment and induction procedures

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

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

Fees and charges

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

VET Enrolment

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

Freedom of Information and Privacy

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Work Placement

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

School Based Apprenticeships and Traineeships (SBATs)

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

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

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

Unique Student Identifier

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

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

Construction VET

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



Education

Public Schools NSW Wagga Wagga, RTO 90333

CPC20211 Certificate II in Construction Pathways (Superseded) Replacement qualification will be advised in an updated 2022 course information sheet. Waiting for NESA advice.

Entry Requirements:

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

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

Course: Construction (240 indicative hours) 4 Preliminary and/or HSC units in total

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

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

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler.

Core Units of Competency

- CPCCCM1012A Work effectively & sustainably in the construction industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications
- CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry

Elective Units of Competency

- CPCCCA2002B Use carpentry tools and equipment
- CPCCCA2011A Handle carpentry materials
- CPCCCM2004A Handle construction materials
- CPCCCM2006B Apply basic levelling procedures
- CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground
- CPCCWHS1001 Prepare to work safely in the construction industry. (White Card)
- CPCCBL2001A Handle and prepare bricklaying & blocklaying materials
- CPCCBL2002A Use bricklaying and blocklaying tools and equipment

This course contains two additional units above the qualification to meet NESA HSC requirements.

Refer to the TAS for the qualification packaging rules.

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

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

Qualifications Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for a CPC20211 Certificate II in Construction Pathways. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

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

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

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

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

Resources costs: \$55.00 PLUS White Card

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: In school

Exclusions: Refer to NESA Stage 6 VET Board Developed course description.

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

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>


Hospitality VET

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

 Education Public Schools NSW Wagga Wagga, RTO 90333
SIT20316 Certificate II in Hospitality Entry Requirements: Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.
Course: Hospitality (240 indicative hours) 4 Preliminary and/or HSC units in total Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR) Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.
Course Description This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. Students work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge. This qualification provides a pathway to work in various hospitality settings including restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.
Core Units of Competency <ul style="list-style-type: none"> • BSBWOR203 Work effectively with others • SITHIND002 Source & use information on the hospitality industry • SITHIND003 Use hospitality skills effectively • SITXCOM002 Show social and cultural sensitivity • SITXCCS003 Interact with customers • SITXWHS001 Participate in safe work practices
Elective Units of Competency <ul style="list-style-type: none"> • SITXFSA001 Use hygienic practices for food safety • SITHFAB004 Prepare and serve non-alcoholic beverages • SITHFAB005 Prepare and serve espresso coffee • SITHFAB007 Serve food and beverage • SITHCCC001 Use food preparation equipment • SITXFSA002 Participate in safe food handling practices • BSBSUS201 Participate in environmentally sustainable work practices • BSBCMM201 Communicate in the Workplace This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA). Refer to the TAS for the qualification packaging rules.
Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.
Qualifications Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for SIT20316 Certificate II in Hospitality. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20316 Certificate II in Hospitality. Portfolios of evidence are required in some units of
Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency. N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification. External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification. Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.
Resources costs: \$30.00 per term PLUS \$35.00 Uniform
Refund Arrangements: on a pro-rata basis
Delivery Arrangements: In school
Exclusions: Refer to NESA Stage 6 VET Board Developed course description.
A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships
For more information on possible outcomes please visit the NESA website: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet

Retail Services VET

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

 NSW Education Public Schools NSW Wagga Wagga, RTO 90333	
SIR30216 Certificate III in Retail Entry Requirements: Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.	
Course: Retail Services (240 indicative hours) 4 Preliminary and/or HSC units in total Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR) Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.	
Course Description This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will gain skills in communication, safe work practices, customer service, retail technology, stock control, teamwork, designing and creating displays, using cash registers, scanners, computers, telephones and routine work activities within the retail sectors. Occupations in the retail services industry include sales assistant, customer service representative, checkout operator, buyer, stock controller, sales manager, visual merchandise, marketing manager, manager /owner of a small business, department manager and retail executive.	
Core Units of Competency <ul style="list-style-type: none"> SIRXCEG001 Engage the customer SIRXWHS002 Contribute to workplace health and safety SIRXRSK001 Identify and respond to security risks SIRXSLS001 Sell to the retail customer SIRXIND001 Work effectively in a service environment SIRXCOM002 Work effectively in a team SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty 	
Elective Units of Competency <ul style="list-style-type: none"> SIRXMER001 Produce visual merchandise displays SIRXPDK001 Advise on products and services SIRRINV001 Receive and handle retail stock SIRRINV002 Control stock SIRXIND002 Organise and maintain the store environment SIRXSLS002 Follow point-of-sale procedures 	
Refer to the TAS for the qualification packaging rules.	
Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.	
Qualifications Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for a SIR30216 Certificate III in Retail Services. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIR30216 Certificate III in Retail Services.	
Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency. N Determinations: Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification. External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification. Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.	
Resources costs: Nil	
Delivery Arrangements: in school	
Exclusions: Course exclusions apply to students undertaking beauty, hairdressing and retail services courses.	
A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships	
For more information on possible outcomes please visit the NESA website: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet	

2022 Course Information SIR30216 Certificate III in Retail Public Schools NSW Wagga Wagga RTO 90333

April 2021

Course Advisors: Mrs C Lucas

Virtual Course VET



Virtual VET courses

Check out these 20 new HSC virtual VET courses. They are ATAR eligible and lead to a nationally recognised qualification.

Find out more [about virtual VET courses](https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/virtual-vet-courses).

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/virtual-vet-courses>

In 2022 we will be offering 20 new virtual vocational courses to Year 11 students. These new industry- focused courses will contribute to a student's HSC and ATAR, giving them in-demand skills for the workplace.

The courses focus on emerging skills needs, and include topics such as cloud computing, digital supply chain, health and administration and cyber security.

They will comprise weekly video conferences and access to digital content 24/7.

Each of the new courses are part of an existing NESA Industry Curriculum Framework, and can contribute to calculation of the ATAR.

Information about the courses on offer and a comprehensive list of FAQs appear on the above website.

Studying a vocational education and training (VET) course for the HSC develops the skills employers want in a potential employee.

A mandatory 70-hour work placement over the 2 years will provide the student with learning about the industry and get a foot in the door with potential employers. More than any other HSC subject, VET courses provide direct pathways to employment and further study.

For more information visit the website above and discuss with Jane Jarman VET coordinator.

Course Advisor: Mrs. J Jarman

**BOARD
ENDORSED
COURSES
AND
EVET
INFORMATION**

Exploring Early Childhood

1 or 2 Units each for Year 11 and ASC Courses

Board Endorsed Course

Exclusions: None

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 producing 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.

Course Advisor: Mrs. J Jarman

Marine Studies

2 Units each for Year 11 and Year 12

Board Endorsed Course

Exclusions: None

Course Description:

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

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

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

Students undertaking Marine Studies will:

- Develop an awareness of the scope and diversity of marine ecosystems;
- Measure the fundamental parameters which affect life in the marine environment;
- Gain knowledge to assist with employment in marine related occupations;
- Develop a sense of responsibility, respect and the need for wise management practices when dealing with marine resources;
- Learn skills in surf awareness, resuscitation, first aid, fishing, snorkeling, boating and navigation;
- Hands on experiences and opportunities that may include whale watching, canoeing, boating, Maritime Museum and Aquarium visits and an option for a Gold Coast Sea World excursion;

Main topics covered:

- Marine safety and first aid
- The marine environment
- Life in the Sea
- Humans in water
- Marine and Marine Employment

Particular Course Requirements: None

Course Advisor: Mr. M Owen

Manufacturing and Engineering

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



Education

Public Schools NSW Wagga Wagga, RTO 90333

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

Entry Requirements:

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

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

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

Course Description

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

Core Units of Competency

- MEM13015 Work safely and effectively in manufacturing and engineering (MEM10119)
- MEMPE006A Undertake a basic engineering project (MEM20413)
- MEMPE005A Develop a career plan for the engineering and manufacturing industry (MEM20413)

Elective Units of Competency

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

Refer to the TAS for the qualification packaging rules.

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

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

Qualifications

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

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

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

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

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

Resources costs: \$55.00

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: In school

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description.

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

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

2022 Course Information MEM10119 Certificate I in Engineering and MEM20413 Statement of Attainment Certificate II in Engineering Pathways Public Schools NSW, Wagga Wagga RTO 90333 March 2021

Course Advisors: Mr P Davies

Photography, Video and Digital Imaging

1 or 2 Units each for Year 11 and Year 12

Board Endorsed Course

Do you enjoy taking photos? Then this is the course for you. Photography and its products are an integral part of our lives. We view significant events in snapshots and on the television news; we study pictures that figure prominently in newspapers and holiday brochures; we see satellite photographs of cloud cover on television weather reports; we know the surface of Mars and the moons of Jupiter from computer-enhanced images transmitted across space; we take x-ray photographs of our interiors to a doctor for interpretation: we use photocopiers and fax machines as standard office equipment.

This course in Photography will allow students to:

- Increase visual awareness of their environment and the way photographs can be created from this to communicate ideas and feelings;
- Develop an understanding of the skills and technologies involved in digital imaging;
- Develop an understanding of the methods photographers use to build meanings;
- Develop skills through the acquisition of the techniques of photography;
- Use photography as a means of visual communications and a process to aid observation and analysis;
- Gain an understanding of careers involving photography.

Students are expected to:

- Meet \$40.00 of the fee commitment by week 4, term1. Once fees are paid, students are permitted access to the darkroom and all resources, including cameras, film, paper and digital technology.
- Complete all class work.


Exclusions: Visual Arts - Photography HSC submitted work

Fees: \$120.00 Year 11 2-Unit/or pay by the Term (3 x \$40). This includes USB
 \$105.00 Year 12 2-Unit/or pay by the Term (3 x \$35)

Course Advisor: Mrs. L Cracknell

Sport Coaching

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

	Education Public Schools NSW Wagga Wagga, RTO 90333
SIS30519 Certificate III in Sport Coaching Entry Requirements: Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.	
Course: Sport Coaching (240 indicative hours) 4 Preliminary and/or HSC units in total Board Endorsed Course There is not an Australian Tertiary Admission Rank (ATAR) option for this course Mandatory work placement: Students must complete a minimum of 35 hours of work placement to meet the requirements of the HSC. Work placement opportunities may include events such as school carnivals and camps and coaching junior age teams where students are working under supervision	
Core Units of Competency <ul style="list-style-type: none"> • HLTWHS001 Participate in workplace health and safety • SISSCO002 Work in a community coaching role • SISSCO005 Continuously improve coaching skills and knowledge • HLTAID003 Provide first aid • SISSCO003 Meet participant coaching needs BSBRSK401 Identify risk and apply risk management processes	
Electives <ul style="list-style-type: none"> • SISSCO012 Coach sport participants up to an intermediate level • SISXCAI009 Instruct strength and conditioning techniques • SISSOF002 Continuously improve officiating skills and knowledge • SISXDIS001 Facilitate inclusion for people with a disability • SISXIND006 Conduct sport, fitness and recreation events • SISXCA1009 Instruct strength and conditioning techniques • SISSOF002 Continuously improve officiating skills and knowledge Refer to the TAS for the qualification packaging rules.	
Students may apply for recognition of prior learning (RPL) or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet the needs of individual students.	
Qualifications Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for a SIS30519 Certificate III in Sport Coaching. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIS30519 Certificate III in Sport Coaching.	
Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency. N Determinations: Where a student has not met the NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). They will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification. External Assessment (optional HSC examination): No. There is not an external assessment (optional HSC examination) for this course and this course does not contribute towards an ATAR. Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.	
Resources costs: \$60.00 First Aid Course	Refund Arrangements: on a pro-rata basis
Delivery Arrangements: School arrangements	
Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description.	
A school-based traineeship may be available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships	
For more information on possible outcomes please visit the NESA website: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet	

Sport, Lifestyle and Recreation Studies

2 Unit Course

Board Endorsed Course

Course Description:

- Students will learn about the importance of a healthy lifestyle and recognise the need to be active, responsible and informed decision makers.
- This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

The course aims to:

- Develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation;
- Promote an understanding of the requirements for healthy living;
- Develop a deeper understanding of the interaction between society, sport, recreation and fitness;
- Identify how sport influences and affects various groups and sections of our society;
- Provide students with a greater understanding of their physical and sporting potential.

Course Advisor: Mr. B Kelly

EVET (External Vocational Education Training) Courses

EVET courses are generally of a practical nature and provide students with a solid foundation of vocational skills in particular industries.

EVET courses are vocational courses delivered by authorized registered training organisations and are developed or endorsed by the NESA. EVET courses are recognized as part of a student's HSC study pattern and in some cases can count towards a student's University Entrance (ATAR).

Courses are usually delivered on the various campuses of the relevant training provider. In many cases training will be in non-school time so that clashes with school time are minimized. All participating students are responsible for all transport arrangements to and from their course delivery point.

EVET courses are taught by qualified trainers. Students attending EVET courses are subject to student obligations and policies of the relevant training provider as well as school policies and rules. Successful students will receive Nationally Accredited credentials on successful completion of their studies.

In order to satisfactorily complete an EVET course, students must attend regularly and comply with all assessment task requirements and often complete mandatory work placement requirements.

Satisfactory completion of the course will provide students with accreditation towards their HSC, but not always an ATAR. Students will also receive a nationally recognized industry qualification or a statement of attainment towards a nationally accredited qualification. Students are advised to check with the Illawarra Sports High School Careers Office to ensure that they have selected appropriate subject combinations re their ATAR eligibility.

Students must apply through school to enroll in a EVET course through Illawarra Sports High School Careers office. Students need to be aware that while many courses may be offered, not every course will necessarily run. Decisions to run courses will depend on the number of students who have selected the course and other variables. Students will be advised if they have been successful gaining a place in a course and if that course is going to run as soon as classes are finalised.

In the first term of Year 11 students who elect a EVET course will be required to do this course in addition to the minimum 12 units of study that is normally required of a Year 11 student. In Term 2 a student may be able to drop a subject in lieu of the EVET course only if they have been able to demonstrate a complete commitment (attendance, attitude, work) to the EVET course. Students who take on EVET courses need to be committed to their study and be able to manage issues such as additional transport requirements.

For a complete guide of EVET course options please see Mr King the Careers Adviser. You **cannot enroll** in an EVET course without seeing Mr King.

Course Advisor: Mr. S King

More information: <http://www.illawarra.tafensw.edu.au/page>

School Based Traineeships and Apprenticeships

A School Based Traineeship or Apprenticeship prepares students for a career in a particular industry, provides a training wage and skills training both on the job and off the job, through either TAFE or a private training provider.

School based traineeships and apprenticeships are available in a range of HSC VET courses, including most of the Industry Curriculum Frameworks, which means that the traineeship or apprenticeship could count towards a ATAR calculation as well.

A school based traineeship or apprenticeship is undertaken while students are still at school as part of their HSC. It is preferable for interested students to apply for entry at the end of Year 10 so that they can comply with the required work placement and course hours over the two senior years at school.

The school relies on individual students to make the connection with employers who may be interested in taking on a School Based Trainee or Apprentice. If any students believe they know an employer who may be interested in employing them under this model please see Mr King in Careers.

Ella Dixon School Based

For further information go to: <http://www.sbatinnsw.info>

