KINGSCLIFF HIGH SCHOOL

ACHIEVEMENT THROUGH ENDEAVOUR

STAGE 6
COURSE SELECTION GUIDE
2019 - 2020

KINGSCLIFF HIGH SCHOOL

International Students

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INTRODUCTION

Dear Student

Congratulations on your commitment to continuing your studies towards your Higher School Certificate. This commitment is an important one and requires a great deal of thought, preparation and research. Please read this booklet carefully before making your final course selections.

Where a decision has been made to return to school, course choice becomes extremely important. Your choice of courses will significantly determine your options after you leave school.

This handbook has been produced to inform you of the organisation of the Higher School Certificate. It gives you information on the courses available and where they could lead you. The detail provided for each course ensures that you understand the commitment required to complete each course successfully.

GENERAL INFORMATION FOR STUDENTS

The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Education Standards NSW (NESA) on 1 January 2017.

Study in senior school requires a significant step-up in responsibility.

Successful senior school study requires:

- The ability to set sound goals for the future;
- Commitment to completing set tasks in given time frames, additional reading and research;
- Motivation to study;
- A commitment to abide by the school policies including those regarding the wearing of the school uniform, school rules and attendance.

Please note
it is recommended that students spend 18 hours per week
on homework and study for Year 11 courses and
up to 24 hours per week for HSC courses

Remember:
All courses in the senior school require considerable effort and commitment. There are no easy courses. The courses in this handbook have been selected to support the ambitions of a wide variety of students.

SELECTING COURSES

A HSC education is not intended to be entirely vocational in orientation.
A broad education is an asset to any person and students should feel encouraged to participate in courses they find enjoyable and stimulating.

A number of questions need to be considered by students when choosing courses:

- What are my likes and dislikes?
- Where do my abilities lie?
- What will motivate me?
- What are my realistic career options?
- Do I envisage pursuing tertiary study and if so which path should I use to pursue it?

Students should think carefully about their course choices. The senior years should be academically challenging and enjoyable. Success will be based on individual performance, not simply on course choices. Students should NOT choose courses based on the assumption that some grant a mark advantage by virtue of the examination scaling process. This assumption is wrong. The scaling process is based on the student's performance and the quality of the candidature statewide. For students who do not achieve well in a course, scaling will not assist them. Individual students need to achieve at a high level to score a high HSC mark. Students should not select courses below or above their ability level in order to try and maximise marks, nor should they choose courses just because their friends do or because they like the teacher.

Discuss with and seek advice from a wide range of people including your parents/caregivers, head teachers, subject teachers, year adviser and career adviser before making your final course selections.

Additionally, students need to be absolutely sure which HSC courses, if any, are required for entry to the careers or further education pathways they are considering. This information is available from the careers adviser.

Students should choose courses based on interest, ability and need for entry to further education or career.

Links to other useful information sources:
http://www.schoolatoz.nsw.edu.au/homework-and-study/planning-for-the-future/year-10-subject-selection

http://www.schoolatoz.nsw.edu.au/homework-and-study/planning-for-the-future/vocational-education-at-school

PLEASE NOTE

The course information contained in the rest of this booklet has been supplied by the NSW Education Standards Authority. The material included in the booklet has been reproduced for the information of students and parents. All details were correct at the time of printing. However, the Higher School Certificate regularly undergoes change. Students and parents should check with Head Teachers or on the NSW Education Standards Authority website in regard to all aspects of the courses they are considering **undertaking next year.**

REQUIREMENTS FOR THE AWARD OF THE "HSC"

To be awarded the HSC a student must:

- Satisfactorily complete courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.

- Sit for, and make a serious attempt at, the Higher School Certificate examinations.

- Study a minimum of 12 units for the Year 11 Higher School Certificate and a minimum of 10 units for the Higher School Certificate. The pattern of study for the Year 11 HSC and the HSC must include the following:

- An English course (min 2U value); either English Standard, English Advanced or English Studies
- At least two other Board Developed Courses of 2 unit value or greater
- At least four subject areas

At most, 6 units of courses in Science can contribute to Higher School Certificate eligibility.

- *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements for the HSC. See the Careers Adviser for a copy.

    - For students seeking an Australian Tertiary Admission Rank (ATAR), the pattern of study must include a minimum of 10 Board Developed units in the HSC year, including at least 2 units of an English Board Developed course. Refer to the QTAC website https://www.qtac.edu.au for important information about entry to university courses (mainly NSW Universities), course prerequisites and other information to assist in making appropriate selections of HSC courses for study in Year 11 and 12 in preparation for university entry. Copies are available in the Careers Office or they can be purchased from UAC. See your Year Adviser for more details.

- For those not wishing to receive an ATAR, once the six units of Board Developed Courses are selected, the rest of the courses may be made up from Board Endorsed Courses.

WHAT ARE "UNITS"?

The following is a guideline to help explain the pattern of courses. All courses offered for the Higher School Certificate (HSC) have a unit value. Most courses are 2 units courses however, some have a value of 1 unit or 3 units.

Each unit involves class time of approximately 2 hours each week or 60 hours each year. In the HSC each unit has a value of 50 marks. Hence, a 2 unit course has a value of 100 marks.

The majority of courses are offered as 2 unit courses. However, Extension 1 courses are available in a number of courses. Extension 1 courses require students to work beyond the standard of the content of the 2 unit course.

2 units = 4 hours each week / 120 hours each year = 100 marks

Extension Courses
Extension 1 courses carry a value of 1 unit and a mark value of 50.

Extension 1 courses are available at the Year 11 stage in English and Mathematics only.
Extension 2 courses are available in English and Mathematics as well as
Extension 1 courses in History, Music, some Languages and VET at the HSC stage.

Some Board Developed VET courses have extension courses called "specialisation studies" at a value of 1, 2, 3 and 4 units.

Satisfactory completion of the Year 11 Extension 1 course is required before enrolment in any Extension 2 HSC course. Extension 2 courses require students to work beyond the standard of the content of the Extension 1 course. Extension 2 courses must be taken concurrently with the corresponding Extension 1 course. Extension 2 courses have a mark value of 50 marks.

TYPES OF COURSES

There are four different types of courses offered in Years 11 and 12.

Board Developed Courses

These courses are developed by NESA. Here is a syllabus for each course, which contains:

- The course objectives, structure, content and outcomes
- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- The performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow the same course syllabus.

Board Developed Courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Category A and Category B Courses:

Board Developed Courses are categorised as either Category A or Category B for the purposes of calculating the ATAR. Category B courses include English Studies, Mathematics Standard 1 and VET Board Developed Courses.

NOTE: For students seeking an ATAR only ONE Category B - Board Developed course can contribute towards the ATAR score.

Board Endorsed Courses

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

- Content Endorsed Courses (CEC) have a syllabus endorsed by NESA to cater for areas of special interest not covered in Board Developed Courses. Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.

- Schools Design Courses are special courses designed by individual schools to meet student needs. NESA must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Note: Some Board Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses do not contribute to the calculation of an ATAR.

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. VET courses are either Board Developed or Board Endorsed courses. They enable students to study courses which are industry specific and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a workplace component specifying a minimum number of hours that students must spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Schools will deliver some of these courses, while TAFE or other providers will deliver others.

All VET courses count towards the Higher School Certificate and appear on your Record of Achievement. However, only Board Developed VET courses contribute to the calculation of an ATAR. These are generally classed as Category B - Board Developed Courses and as such only ONE can count towards the ATAR score.

For more information on VET courses refer to the VOCATIONAL EDUCATION AND TRAINING (VET) COURSES section of this booklet.

Some common characteristics apply to these courses:

- Learning occurs both in structured workplace training (on the job) and the classroom.

- Successful completion of a full 240 hour VET course within a Board Developed VET Framework provides students with an opportunity to achieve an AQF qualification at Certificate II or III level. Students successfully completing less than the full requirements for a qualification level i.e. 120 hour course or exiting a course early will receive a Statement of Attainment outlining the competencies achieved.

Study of VET Board Developed Courses involves spending a mandatory minimum number of hours (often 35hrs/yr) in a structured work placement in an actual workplace setting where learning certain prescribed skills and knowledge occurs. Work placement is an HSC requirement. Failure to complete a structured work placement will jeopardise the course result and may jeopardise the HSC.

All VET Frameworks are Category B courses and may contribute up to 2 units towards an ATAR.
Students have the option to sit for a HSC examination in all the courses listed above to have them count towards an ATAR.

Some of these courses can be studied in schools while others can be studied at TAFE Institutes or with other training providers. It could be a combination of learning experiences.

School Delivered VET Courses

The T5 group of schools will be offering students the opportunity to study the following VET Board Developed Industry Framework courses in our schools:

- Business Services
- Construction
- Entertainment Industry
- Primary Industries - Agriculture
- Primary Industries - Horticulture
- Retail Services
- Information Technology
- Hospitality

TAFE Delivered VET Courses – TVET

Alternatively, the North Coast Institute of TAFE will offer TVET courses specifically designed to meet local needs. It is important to note that TAFE may not be able to provide student selections in every instance. Refer to the *VET Courses TAFE Delivered* section of this booklet for a list of available courses.

The North Coast Institute of TAFE campuses at Kingscliff and Murwillumbah also offer a wide variety of VET Board Endorsed Courses which count towards your HSC. These courses will NOT count towards an ATAR. Refer to the *VET Courses TAFE Delivered* section of this booklet for a list of available courses.

Students need to carefully consider their own circumstances before selecting these courses as students are responsible for getting themselves to the venues on time each week. The majority of courses conclude after school hours and students make their own way home. Due to extended class time, attendance is critical to the successful completion of course requirements.

See your careers adviser or the TVET Guide for a full list of VET courses available.

ASSESSMENT AND REPORTING

The HSC reports will provide students with detailed descriptions of the knowledge, skills and understanding needed to be attained in each course.

Teachers are provided with a syllabus package for each course. The packages include the NESA syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

The syllabuses, along with assessment and examination information and a performance scale are used to describe each student's level of achievement and give a clear idea of the standards expected.

The HSC reports will provide a description of student achievement.

School-based assessment tasks will contribute to 50% of the HSC mark. The school assessment mark will be based on student performance in assessment tasks undertaken during the course. The remaining 50% of the HSC mark will come from the HSC examination.

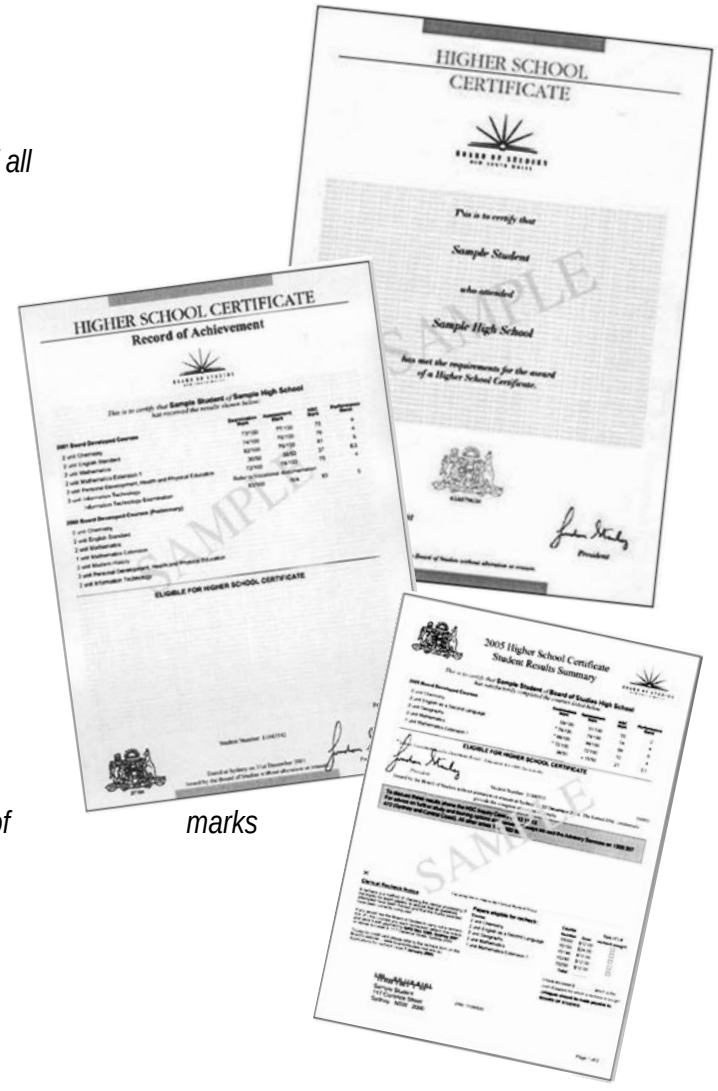
The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If a student only achieves the minimum standard expected in a course they will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 –100 will correspond to the highest level of achievement.

On satisfactory completion of the HSC students will receive a portfolio containing:

The HSC Testamur
The official certificate confirming your achievement of all requirements for the award.

The Record of Achievement
This document lists the courses you have studied marks and bands you have achieved.

Course Reports
For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band description for that course. A graph showing the state-wide distribution of in the course is also shown.



marks

AUSTRALIAN TERTIARY ADMISSIONS RANK - ATAR

The AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR) is calculated by the universities.

It is likely students will need an ATAR if they are considering applying for a university, QLD TAFE Diploma courses, ADFA or the Police Force after leaving school.

Eligibility for an ATAR.

To be eligible for an ATAR a student must satisfactorily complete at least 10 Board Developed units, including at least two units of English. Please note that the course English Studies does not meet ATAR requirements.

At least eight units must be Category A courses.

Courses completed must include at least three Board Developed courses of two units or greater and at least four subjects: see (a) below.

Calculation of the ATAR.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed courses comprising:

- your best two units of English; and
- your best eight units from the remaining units.

Note: No more than two units of Category B courses will be included.

Important Notes.

(a) Subject is the general name given to an area of study. A Course is a branch of study within a subject. A subject may have different courses, for example, with the subject English, the courses will include English Standard, English Studies, English Advanced and English Extension.

(b) Courses are categorised as either Category A or Category B. Only one Category B course can be included in the calculation of an ATAR.

(c) Board Endorsed Courses either at school or TAFE are not considered in the calculation of an ATAR.

(d) Students may accumulate courses over a period of no more than five years.

(e) If a student repeats a course only the last satisfactory attempt is used in the calculation of the ATAR.

CHOOSE YOUR COURSES

COURSE RESTRICTIONS

Specific HSC Course Notes
These notes (1–4) refer to the list of courses

1. To elect Extension History in Year 12 students needs to study Ancient History, Modern History or both in Year 11. Students may then elect an additional 1 unit Extension History course in Year 12.

2. Students may only include a maximum of 6 units of the following Science courses in Year 11: Biology, Chemistry, Earth and Environmental Science, Physics and Investigating Science. In Year 12 with the addition of Extension Science, 7 units may be selected.

3. The Studies of Religion I and Studies of Religion II courses cannot be studied together.

4. Only ONE Industrial Technology option can be studied.

GENERAL NOTES

- Only ONE course from each of the following subject groups can be selected:
    - English - [English Standard or English Advanced]
    - Japanese - [Japanese Beginners or Japanese Continuers)
    - Mathematics - [General Mathematics or Mathematics]

- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Drama, Design and Technology, Dance, Community and Family Studies, Agriculture, Software Design and Development and Society and Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. Students studying Industrial Technology (Electronics Industries; Graphics Industries; Metal and Engineering Industries) are NOT permitted to study courses relating to the Metal and Engineering Curriculum Framework (TVET).

- Students studying Industrial Technology (Electronics Industries) are NOT permitted to study courses relating to the TVET Electrotechnology course.

Additional information about courses and the HSC is available on the NSW Education Standards Authority website: http://educationstandards.nsw.edu.au

BOARD DEVELOPED COURSES CATEGORY A

THESE COURSES COUNT TOWARDS AN ATAR

LISTING BY SUBJECT AREA

ENGLISH – mandatory HSC Requirement

MATHEMATICS

SCIENCE

HUMAN SOCIETY AND ITS ENVIRONMENT

CREATIVE AND PERFORMING ARTS

TECHNOLOGY

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

English (Standard)

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017

2 units for each of Year 11 and HSC	Exclusions: English (Advanced) English (Studies) 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. 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 Course - The course has three sections:

- all Year 11 English Standard and Advanced students will complete the common module *Reading to Write: Transition to Senior English*
- following the common module, students will complete Module A: *Contemporary Possibilities* and Module B: *Close Study of Literature*

HSC Course

- all HSC English students will complete the Common Module- *Texts and Human Experiences*
- following the common module, students will complete Module A: *Language Identity and Culture*, Module B: *Close Study of Literature* and Module C: *Craft of Writing*

Particular Course Requirements

Year 11 English Standard course students are required to:

- study one complex, multimodal or digital text in Module A
- study one substantial literary print text in Module B
- explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, media and digital texts
- support the study of texts with their own wide reading

HSC English Standard course students are required to:

- complete the Year 11 course as a prerequisite
- 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
- study one related text in the Common Module- *Texts and Human Experiences*

English (Advanced)

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017

2 units for each of Year 11 and HSC	Exclusions: English (Standard) English (Studies)

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 skills in 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 Course - The course has three sections:

- all Year 11 English Standard and Advanced students will complete the Common Module- *Reading to Write: Transition to Senior English*
- following the common module, students will complete Module A: *Narratives that Shape our World* and Module B: *Critical Study of Literature*

HSC Course

- all HSC English Students will complete the Common Module- *Texts and Human Experiences*
- following the common module, students will complete Module A: *Textual Conversations*, Module B: *Critical Study of Literature* and Module C: *The Craft of Writing*

Particular Course Requirements

Year 11 English Advanced course students are required to:

- explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, media and digital texts
- support the study of texts with their own wide reading

HSC English Advanced course students are required to:

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- complete the Year 11 course as a prerequisite
- 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 texts, or may be selected from one of the categories above
  - study one related text in the Common Module- *Texts and Human Experiences*

English (Studies)

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017

2 units for each of Year 11 and HSC	Exclusions: English (Advanced) English (Standard) English (Extension)

Course Description

English Studies students 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 Course - The course is comprised of:

- one mandatory module *Achieving through English: English in education, work and community*
- an additional 2-4 modules

HSC Course - The course is comprised of:

- all HSC English students will complete the common module *Texts and Human Experiences*
- following the common module, students will complete an additional 2-4 modules

Particular Course Requirements

Year 11 English Studies course students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text
- study at least one substantial multimodal text
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

HSC English Studies course students are required to:

- complete the Year 11 course as a prerequisite
- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study one at least one substantial print text
- study at least one substantial multimodal text
- study one text from the prescribed text list and one related text for the Common Module- Texts and Human Experiences
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through avenues for example, visit, surveys, interviews work experience, listening to guest speakers and/or excursions

English Extension

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017

Prerequisites:	Exclusions:
English (Advanced)	English (Standard) English (Studies)

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 Course - The course has two sections

- all Year 11 English Extension students will complete the Common Module- *Texts, Culture and Value*
- and complete a related independent research project

HSC Course

Extension 1

- All HSC English Extension students will complete one elective option from the Common Module- *Literary Worlds*

Extension 2

- All HSC English Extension 2 students will complete a Major Work and Reflection Statement, and document course work in a Major Work Journal

Particular Course Requirements

Year 11 English Extension 1 course students are required to:

- undertake the common module
- undertake the related independent research project
- select one text and its manifestations in one or more recent cultures
- research a range of texts as part of their independent project

HSC English Extension 1 course students are required to:

- complete the Year 11 course as a prerequisite
- undertake one elective option from the common module
- study at least three texts from the prescribed texts list for the module study, including at least two extended print texts
- study at least two related texts

HSC English Extension 2 course students are required to:

- be undertaking study of the Year 12 English Extension 1 course
- complete a Major Work and Reflection Statement
- document course work in a Major Work Journal
- 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

Mathematics Standard 1 (Category B)

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017

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

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

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

Course Description

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

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

Upon satisfactory completion of the Year 11 Mathematics Standard 1 Course, in Year 12 students may elect to undertake one of two different pathways.

- Year 12 Mathematics Standard 1 (This course has an optional HSC Examination component. The examination mark may be used by UAC to contribute to the students' ATAR)

or

- Year 12 Mathematics Standard 2 (All students will sit for an HSC Examination)
  (Note: If students choose this option they will need to catch up on course material not covered in the Year 11 Mathematics Standard 1 course).

Main Topics Covered

Year 11 Standard Mathematics 1 Course

- Algebra
  - Formulae and Equations
  - Linear Relationships
- Measurement
  - Applications of Measurement
  - Working with Time
- Financial Mathematics
  - Money Matters
- Statistical Analysis
  - Data Analysis
  - Relative Frequency and Probability

(Only outcomes denoted by this symbol ◊ in the syllabus are covered in this course)

Year 12 Standard Mathematics 1 Course

- Algebra
  - Types of Relationships
- Measurement
  - Right-angled Triangles
  - Rates
  - Scale Drawings
- Financial Mathematics
  - Investment
  - Depreciations and Loans
- Statistical Analysis
  - Further Statistical Analysis
- Networks
  - Networks and Paths

Mathematics Standard 2

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017

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

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

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

Course Description

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

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

Upon satisfactory completion of the Year 11 Mathematics Standard 2 Course, in Year 12 students may elect to undertake one of two different pathways.

- Year 12 Mathematics Standard 2 (All students will sit for an HSC Examination)

or

- Year 12 Mathematics Standard 1 (This course has an optional HSC Examination component. The examination mark may be used by UAC to contribute to the student's ATAR)

Main Topics and Subtopics Covered

Year 11 Standard Mathematics 2 Course

- Algebra
  - Formulae and Equations
  - Linear Relationships
- Measurement
  - Applications of Measurement
  - Working with Time
- Financial Mathematics
  - Money Matters
- Statistical Analysis
  - Data Analysis
  - Relative Frequency and Probability

Year 12 Standard Mathematics 2 Course

- Algebra
  - Types of Relationships
- Measurement
  - Non-right-angled Trigonometry
  - Rates and Ratios
  - Scale Drawings
- Financial Mathematics
  - Investments and Loans
  - Annuities
- Statistical Analysis
  - Bivariate Data Analysis
  - The Normal Distribution
- Networks
  - Network Concepts
  - Critical Path Analysis

Mathematics Advanced

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017

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

Prerequisites: For students who intend to study the Mathematics course, it is recommended that they study the topics Real Numbers, Statistics Algebraic Techniques including some advanced techniques, Coordinate Geometry and Trigonometry with significant content from Stage 5.3 (identified by §) of Mathematics Years 7–10 Syllabus, if not all of the content

Exclusions:
Standard Mathematics

Course Description

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

Main Topics and Subtopics Covered

Year 11 Course

- 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

HSC Course

- Functions
  - MA-F2 Graphing Techniques
- Trigonometric Functions
  - MA-T3 Trigonometric Functions and Graphs
- Calculus
  - MA-C2 Differential Calculus
  - MA-C3 The Second Derivative
  - MA-C4 Integral Calculus
- Financial Mathematics
  - MA-M1 Modelling Financial Situations
- Statistical Analysis
  - MA-S2 Descriptive Statistics and Bivariate Data Analysis
  - MA-S3 Random Variables

Mathematics Extension 1

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017

1 unit in each of Year 11 and HSC Board Developed Course *(Year 11 Syllabus Mathematics Extension).* Studied in conjunction with Mathematics Advanced.

Prerequisites:
For students who intend to study the Mathematics Extension 1 course, it is recommended that they have performed strongly in the Mathematics 5.3 course.

Exclusions: Standard Mathematics

Course Description

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

Main Topics and Subtopics Covered

Year 11 Course

- 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

HSC Course

- 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

Mathematics Extension 2

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-2-2017

1 unit for the HSC Board Developed Course The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject. Studied in conjunction with Mathematics Advanced and Mathematics Extension 1. Students will only do assessments in Extension 1 and Extension 2 Mathematics.	Exclusions: Standard Mathematics

Course Description

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

Main Topics and Subtopics Covered

- Proof
  - MEX-P1 The Nature of Proof
  - MEX-P2 Further Proof by Mathematical Induction
- Vectors
  - MEX-V1 Further Work with Vectors
- Complex Numbers
  - MEX-N1 Introduction to Complex Numbers
  - MEX-N2 Using Complex Numbers
- Calculus
  - MEX-C1 Further Integration
- Mechanics
  - MEX-M1 Applications of Calculus to Mechanics

Biology

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017

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

Course Description

Biology 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.

The Year 11 course incorporates the study of the structure and function of organisms at both a cellular and tissue level; examining the relationship between transport systems in multicellular organisms; the Theory of Natural Selection and the effect of selective pressures on organisms; and the study of past ecosystems and modelling possible future ecosystems to minimise human impact on biodiversity.

The HSC course incorporates the study of the cellular processes involved in increasing genetic diversity; causes and effects of genetic change and the application of the processes of inheritance and evolution; the treatment, prevention and control of infectious diseases, locally and globally; and the study of non-infectious diseases and disorders, including causes and effects on human health.

Topics Covered

Year 11 Course	HSC Course
Working Scientifically Skills	Working Scientifically Skills
Module 1 – Cells as the Basis of Life	Module 5 – Heredity
Module 2 – Organisation of Living Things	Module 6 – Genetic Change
Module 3 – Biological Diversity	Module 7 – Infectious Disease
Module 4 – Ecosystem Dynamics	Module 8 – Non-infectious Disease and Disorders

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Working Scientifically skill outcomes. The Working Scientifically Skills modules provide the skills content that must be addressed within and across each course. Teachers will provide opportunities based on the module content to develop the full range of skills content identified in the Working Scientifically Skills modules.

The Year 11 and HSC courses each include a minimum of 15 hours of Depth Studies related activities in the course. Students will complete a minimum of 70 indicative hours of practical investigations across the Year 11 and HSC course time with no less than 35 hours in the HSC course. Secondary-sourced investigations are also included in the courses.

The Year 11 course will include a maximum of 3 formal school-based assessment tasks, one of which includes a depth study or an aspect of a depth study. The HSC course will include a maximum of 4 formal school-based assessment tasks, one of which includes a depth study or an aspect of a depth study

Chemistry

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/chemistry-2017

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

Course Description

Chemistry 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 Year 11 course includes the properties and trends in the physical, structural and chemical aspects of matter; the mole concept and stoichiometric relationships; the many different types of chemical reactions; and, the energy considerations in the driving force for chemical reactions.

The HSC course includes the characteristics of equilibrium systems, and the factors that affect these systems; acids and bases using contemporary models; the structure of, and reactions involving, carbon compounds; and, chemical systems used to design and analyse chemical processes.

Topics Covered

Year 11 Course	HSC Course
Working Scientifically Skills	Working Scientifically Skills
Module 1 – Properties and Structure of Matter	Module 5 – Equilibrium and Acid Reactions
Module 2 – Introduction to Quantitative Chemistry	Module 6 – Acid/base Reactions
Module 3 – Reactive Chemistry	Module 7 – Organic Chemistry
Module 4 – Drivers of Reactions	Module 8 – Applying Chemical Ideas

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Working Scientifically skill outcomes. The Working Scientifically Skills modules provide the skills content that must be addressed within and across each course. Teachers will provide opportunities based on the module content to develop the full range of skills content identified in the Working Scientifically Skills modules.

The Year 11 and HSC courses each include a minimum of 15 hours of Depth Studies related activities in the course. Students will complete a minimum of 70 indicative hours of practical investigations across the Year 11 and HSC course time with no less than 35 hours in the HSC course. Secondary-sourced investigations are also included in the courses.

The Year 11 course will include a maximum of 3 formal school-based assessment tasks, one of which includes a depth study or an aspect of a depth study. The HSC course will include a maximum of 4 formal school-based assessment tasks, one of which includes a depth study or an aspect of a depth study

Earth and Environmental Science

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/earth-and-environmental-science-2017

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

Course Description

Earth and Environmental Science 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 course.

The Year 11 course incorporates the study of the compositional layers of the Earth; the theory of plate tectonics, its influence on Earth's systems and development of new technology; the factors that influence how energy is transferred and transformed in the Earth's systems; and the human impact of the Earth in relation to hydrological and geological processes, and biological changes.

The HSC course incorporates the models that show the structure and development of the Earth over its history; the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems; the natural processes and human influences on the Earth, including climate change; and renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems.

Topics Covered

Year 11 Course	HSC Course
Working Scientifically Skills	Working Scientifically Skills
Module 1 – Earth's Resources	Module 5 – Earth's Processes
Module 2 – Plate Tectonics	Module 6 – Hazards
Module 3 – Energy Transformations	Module 7 – Climate Science
Module 4 – Human Impacts	Module 8 – Resource Management

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Working Scientifically skill outcomes. The Working Scientifically Skills modules provide the skills content that must be addressed within and across each course. Teachers will provide opportunities based on the module content to develop the full range of skills content identified in the Working Scientifically Skills modules.

The Year 11 course includes a fieldwork exercise and a minimum of 15 hours of Depth Studies related activities. The HSC course includes a minimum of 15 hours of Depth Studies related activities. Students will complete a minimum of 70 indicative hours of practical investigations across the Year 11 and HSC course time with no less than 35 hours in the HSC course. Secondary-sourced investigations are also included in the courses.

The Year 11 course will include a maximum of 3 formal school-based assessment tasks, one of which includes a depth study or an aspect of a depth study. The HSC course will include a maximum of 4 formal school-based assessment tasks, one of which includes a depth study or an aspect of a depth study.

Physics

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics-2017

2 units for each of Year 11 and HSC Board Developed Course	**Exclusions:** Nil

Course Description

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

The Year 11 course includes motion in terms of scalar and vector quantities; events in terms of Newton's Laws of Motion, the law of conservation of momentum and the laws of conservation of energy; waves and the transfer of energy by sound and light; and, electric fields, circuitry and thermodynamics principles.

The HSC course includes circular motion and motion in a gravitational field, particularly projectile motion; electric and magnetic interactions due to charged particles and currents; the properties of light and the implications for modern physics in the contemporary world; and, the relationship between astronomical events and the nucleosynthesis of atoms and relating this to the development of the current model of the atom.

Topics Covered

Year 11 Course

Working Scientifically Skills
Module 1 – Kinematics
Module 2 – Dynamics
Module 3 – Waves and Thermodynamics
Module 4 – Electricity and Magnetism

HSC Course

Working Scientifically Skills
Module 5 – Advanced Mechanics
Module 6 – Electromagnetism
Module 7 – The Nature of Light
Module 8 – From the Universe to the Atom

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Working Scientifically skill outcomes. The Working Scientifically Skills modules provide the skills content that must be addressed within and across each course. Teachers will provide opportunities based on the module content to develop the full range of skills content identified in the Working Scientifically Skills modules.

The Year 11 and HSC courses each include a minimum of 15 hours of Depth Studies related activities in the course. Students will complete a minimum of 70 indicative hours of practical investigations across the Year 11 and HSC course time with no less than 35 hours in the HSC course. Secondary-sourced investigations are also included in the courses.

The Year 11 course will include a maximum of 3 formal school-based assessment tasks, one of which includes a depth study or an aspect of a depth study. The HSC course will include a maximum of 4 formal school-based assessment tasks, one of which includes a depth study or an aspect of a depth study.

Investigating Science

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/investigating-science-2017

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

Course Description

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

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

The Investigating Science course is designed to complement the study of the science disciplines (Biology, Chemistry, Earth and Environmental Science, and Physics) 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.

The Year 11 course incorporates the importance observed and measured data in motivating scientists to question cause and effect of phenomena; the importance of inferences and generalisations in developing breakthroughs in scientific understanding; the use of models to assist people in understanding scientific concepts; and, the development of scientific explanations, laws and theories.

The HSC course incorporates understanding scientific investigations as dynamic processes; the dynamic relationship between science and technology; the use of evidence and measurement in the scientific process; and, the implications of ethical, social, economic and political influences on science.

Topics Covered

Year 11 Course

Working Scientifically Skills

Module 1 – Cause and Effect - Observing
Module 2 – Cause and Effect – Inferences and Generalisations
Module 3 – Scientific Models
Module 4 – Theories and Laws

HSC Course

Working Scientifically Skills

Module 5 – Scientific Investigations
Module 6 – Technologies
Module 7 – Fact or Fallacy?
Module 8 – Science and Society

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Working Scientifically skill outcomes. The Working Scientifically Skills modules provide the skills content that must be addressed within and across each course. Teachers will provide opportunities based on the module content to develop the full range of skills content identified in the Working Scientifically Skills modules.

The Year 11 and HSC course each include a minimum of 30 hours of Depth Studies related activities. Students will complete a minimum of 70 indicative hours of practical investigations across the Year 11 and HSC course time with no less than 35 hours in the HSC course. Secondary-sourced investigations are also included in the courses.

The Year 11 course will include a maximum of 3 formal school-based assessment tasks, one of which includes a depth study or an aspect of a depth study. The HSC course will include a maximum of 4 formal school-based assessment tasks, one of which includes a depth study or an aspect of a depth study.

Agriculture

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/agriculture-syllabus

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

Course Description

The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The HSC course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

Main Topics Covered

Year 11 Course

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

HSC Course
Core (80%)

- Plant/Animal Production (50%)
- Farm Product Study (30%)

Elective (20%)
Choose ONE of the following electives to study:

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

Particular Course Requirements

Practical experiences should occupy a minimum of 30% of both Year 11 and HSC course time.

Science Extension Stage 6 (available in Year 12, 2020)

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/science-extension-syllabus

1 unit for HSC Board Developed Course (Year 12 Course only)	Exclusions: Nil

Course Description

Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

The study of Science Extension Stage 6 aims to enable high achieving students, with a passion for science, to explore the development of the scientific process over time and to undertake authentic scientific research.

The course is designed for students who have attained a high level of achievement in one or more of the Science disciplines in Year 11 and are planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level.

* The Science Extension course will be offered to students deemed suitable at the discretion of the Head Teacher-Science.

Topics Covered

HSC Course

Module 1 – The Foundations of Scientific Thinking
Module 2 – The Scientific Research Proposal
Module 3 – The Data, Evidence and Decisions
Module 4 – The Research Report

Particular Course Requirements

Prerequisite courses for 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.

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 is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

Aboriginal Studies

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/aboriginal-studies

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

Course Description

The Year 11 course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

Main Topics Covered

Year 11 Course

- Part I: Aboriginality and the Land (20%)
  - Aboriginal peoples' relationship to Country
  - Dispossession and dislocation of Aboriginal peoples from Country
  - Impact of British colonisation on Country
- Part II: Heritage and Identity (30%)
  - The Dreaming and cultural ownership
  - Diversity of Aboriginal cultural and social life
  - Impact of colonisation on Aboriginal cultures and families
  - Impact of racism and stereotyping
- Part III: International Indigenous Community: Comparative Study (25%)
  - Location, environment and features of an international Indigenous community
  - Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity
- Part IV: Research and Inquiry Methods: Local Community Case Study (25%)
  - Methods and skills relating to; community consultation; planning research; acquiring information;
  - processing information; communicating information

HSC Course

- Part I – Social Justice and Human Rights Issues (50%)
  - A – Global Perspective (20%)
    Global understanding of human rights and social justice
  - AND
  - B Comparative Study (30%)
    A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- Part II – Case Study of an Aboriginal community for each topic (20%)
  - A Aboriginality and the Land
    The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses
  - OR
  - B Heritage and Identity
    Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- Part III – Research and Inquiry Methods – Major Project (30%)
  Choice of project topic based on student interest

Particular Course Requirements

In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community based fieldwork.

Ancient History

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017

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

Course Description

The Year 11 course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.

The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.

Main Topics Covered

Year 11 Course

- Part 1 : Introduction
  - Investigating the past: History, Archaeology and Science
  - Case Studies (at least ONE)

- Part II: Studies of Ancient Societies, Sites and Sources
  At least ONE study to be chosen

- Part III: Historical Investigation
  The investigation can be either integrated into any aspect of the Year 11 course or attempted as one project, individually or as part of a group

HSC Course

- Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum (25%)
- Part II: ONE Ancient Society (25%)
- Part III: ONE Personality in their Times (25%)
- Part IV: ONE Historical Period (25%)

Particular Course Requirements

In the Year 11 course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

Business Studies

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies

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

Course Description

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

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

Main Topics Covered

Year 11 Course

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

HSC Course

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

Economics

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics

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

Course Description

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Main Topics Covered

Year 11 Course

- Introduction to Economics – the nature of economics and the operation of an economy
- Consumers and Business – the role of consumers and business in the economy
- Markets – the role of markets, demand, supply and competition
- Labour Markets – the workforce and role of labour in the economy
- Financial Markets – the financial market in Australia including the share market
- Government in the Economy – the role of government in the Australian economy

HSC Course

- The Global Economy – Features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management
- Economic Policies and Management – the range of policies to manage the economy

Geography

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/geography

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

Course Description

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

The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

Year 11 Course

Biophysical Interactions – how biophysical processes contribute to sustainable management. Global Challenges – geographical study of issues at a global scale.

Senior Geography Project – a geographical study of student's own choosing.

HSC Course

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

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

Particular Course Requirements

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

Legal Studies

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies

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

Course Description

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

The HSC Course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

Year 11 Course

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

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

HSC Course

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

Two options are chosen from:

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

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

Particular Course Requirements

No special requirements

Modern History

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017

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

Course Description

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

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

Main Topics Covered

Year 11 Course

- Part 1: Case Studies (50%)
  At least TWO Case Studies should be undertaken (see below).
- Part II: Historical Investigation (20%)
  The investigation can be either integrated into any aspect of the Year 11 course or attempted as one project, individually or as part of a group.
- Part III: Core Study: The World at the Beginning of the C20th (30%)
  A source-based approach is to be used.

HSC Course

- Part I: Core Study: World War I: 1914–1919: A source-based study (25%)
- Part II: ONE National Study (25%)
- Part III: ONE Personality in the C20th (25%)
- Part IV: ONE International Study in Peace and Conflict (25%)

Particular Course Requirements

In the Year 11 course:
One Case Study must be from Europe, North America or Australia (see list A on p.18 of the syllabus).
One Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on p.18 of the syllabus).

The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

Society and Culture

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture

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

Course Description

Society and Culture introduces students to the cross-disciplinary concepts and social research methods from psychology, sociology, anthropology, cultural studies and media studies. It is a conceptually based course that promotes students' awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse social theories and complementary and contrasting viewpoints about people, societies and cultures.

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

Year 11 Course

Module 1 – The Social and Cultural World – introduces students to the fundamental concepts that underpin the course and to the process of social research.

Module 2 – Personal and Social Identity – introduces students to concepts drawn from psychology, cultural studies and media studies. Students investigate the process of socialisation, and the development of personal and social identity in a variety of social and cultural settings.

Module 3 – Intercultural Communication – introduces students to concepts drawn from sociology and cultural studies. Students investigate how people in different social, cultural and environmental settings behave, communicate and perceive the world around them so that they can better understand each other and their world.

HSC Course

Core module – Students investigate the nature of social and cultural continuity and change in relation to a selected country.

Students complete two Depth Studies that continue to develop knowledge and understanding of the concepts introduced in the Year 11 Course.

Particular Course Requirements

Completion of Personal Interest Project (PIP)

Studies of Religion I

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-1

2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Studies of Religion II

Course Description

Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Year 11 Course

- Nature of Religion and Beliefs
  The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualties, as a distinctive response to the human search for meaning in life.
- Two Religious Traditions Studies from:
  Buddhism, Christianity, Hinduism, Islam, Judaism
  - Origins
  - Principal beliefs
  - Sacred texts and writings
  - Core ethical teachings
  - Personal devotion/expression of faith/observance

HSC Course

- Religion and Belief Systems in Australia post-1945
  Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualties and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Two Religious Tradition Depth Studies from:
  Buddhism, Christianity, Hinduism, Islam, Judaism
  - Significant people and ideas
  - Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
  - Significant practices in the life of adherents.

Studies of Religion II

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-2

2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Studies of Religion I

Course Description

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Year 11 Course

- Nature of Religion and Beliefs
  The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualties, as a distinctive response to the human search for meaning in life.
- Three Religious Traditions Studies from:
  Buddhism, Christianity, Hinduism, Islam, Judaism
  - Origins
  - Principal beliefs
  - Sacred texts and writings
  - Core ethical teachings
  - Personal devotion/expression of faith/observance
- Religions of Ancient Origin
  The response to the human search for ultimate meaning in two religions of ancient origin from:
  - Aztec or Inca or Mayan
  - Celtic
  - Nordic
  - Shinto
  - Taoism
  - an Indigenous religion from outside Australia
- Religion in Australia pre-1945
  The arrival, establishment and development of religious traditions in Australia prior to 1945.

HSC Course

- Religion and Belief Systems in Australia post-1945
  Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualties and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Three Religious Tradition Depth Studies from:
  Buddhism, Christianity, Hinduism, Islam, Judaism
  - Significant people and ideas
  - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
- Significant practices in the life of adherents
- Religion and Peace
  - The distinctive response of religious traditions to the issue of peace
- Religion and Non-Religion
  - The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews

History Extension

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/history-extension-2017

1 unit HSC Board Developed Course	Exclusions: Nil

Course Description

HSC History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part I of the course, students investigate the question 'What is history?' through a selection of readings and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.

Main Topics Covered

Part 1: What is History? (60% of course time) Key questions:

- Who are the historians?
- What are the aims and purposes of history?
- How has history been constructed and recorded over time? Why have the approaches to history changed over time?
- Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options.

Part II: History Project (40% of course time)
An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.

Particular Course Requirements

The Year 11 course in Modern or Ancient History is a prerequisite for the HSC History Extension course

German Beginners

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/beginners/german-beginners-syllabus

Board Developed Course 2 units for each of Year 11 and HSC	Exclusions: German Continuers German Extension

NOTE:
Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's ACE manual.

Course Description

In the Year 11 and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in German. Topics studied through two interdependent perspectives, the personal world and the German-speaking communities, provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of German will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of German-speaking communities through the study of a range of texts.

Main Topics Covered

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

Particular Course Requirements

Nil

Japanese Beginners

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/beginners/japanese-beginners-syllabus

2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Japanese Continuers Japanese Extension Heritage Japanese Japanese Background Speakers

NOTE:
Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's ACE manual (no more than 100 hours of Japanese done in Junior School).

Course Description

In the Year 11 and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studies through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Main Topics Covered

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

Particular Course Requirements

Nil

Japanese Continuers

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/japanese-continuers-syllabus

Board Developed Course - 2 units for each of Year 11 and HSC	Exclusions: Japanese Beginners Heritage Japanese Background Speakers

NOTE:
Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's ACE manual (must have studied Japanese in Stage 5).

Course Description

The Year 11 and HSC course have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Prescribed Themes	Mandatory Topics
The individual	Personal world Daily life Leisure Future plans
The Japanese-speaking communities	Travelling in Japan Living in Japan Cultural life
The changing world	The world of work Current issues

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying the culture of Japanese-speaking communities through texts

Particular Course Requirements

Nil

Music 1

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus

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

Course Description

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

Main Topics Covered

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

Particular Course Requirements

HSC course

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

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

Dance

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/dance-syllabus

2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject

Year 11 Course

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

Components to be completed are:

- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class)

HSC course

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

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

Particular Course Requirements

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

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

Drama

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus

2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject

Course Description

Students study the practices of Making, Performing and Critically Studying drama and theatre. Students engage with these components through collaborative and individual experiences and experiential learning.

Year 11 Course

Students study the course content of Improvisation, Playbuilding and Acting, the Elements of Production in Performance and Theatrical Traditional and Performance Styles. These areas of study are taught experientially, with students engaging in practical activities that explore theoretical content.

HSC Course

Students study the course content of Australian Drama and Theatre, Studies in Drama and Theatre, the Group Performance and the Individual Project. These areas of study are taught experientially, with students engaging in practical activities that explore theatrical styles and traditions, historical and contemporary theatrical performances. Students engage in the process of developing an Individual Project and collaborative with their peers to create a Group Performance.

Main Topics Covered

Year 11 Course

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

HSC Course

Australian Drama and Theatre
Studies in Drama and Theatre
Group Performance
Individual Project

Particular Course Requirements

The Year 11 course in Drama informs learning in the HSC Drama course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.

Visual Arts

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus

2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject

Course Description

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

The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Year 11 Course learning opportunities focus on:

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

HSC Course learning opportunities focus on:

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

Particular Course Requirements

Year 11 Course:

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

HSC Course:

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

Visual Design

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-design

Content Endorsed Course

Course Description

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

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

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

Main Topics Covered:

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

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

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

Particular Course Requirements

Students are required to keep a diary throughout the course.

Design and Technology

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/design-and-technology-syllabus

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

Course Description

The course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands- on practical activities which develop knowledge and skills in designing and producing. Projects involve the design, production and evaluation of a product, system or environment and include evidence of the design process recorded in a design folio. The design folio can take a variety of different forms. Students are encouraged to communicate their design ideas using a range of appropriate media.

The HSC course applies the knowledge and understanding of designing and producing from the Year 11 course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

Specific Course Requirements

The completion of at least two practical projects in the Year 11 Course.
A case study of an innovation - weighting (20%)
A Major Design Project – weighting (60%).
The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

Engineering Studies

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/engineering-studies-syllabus

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

Course Description

Both Year 11 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

Year 11 Course

Students undertake the study and develop an engineering report for 2 of 4 modules:

- the Year 11 course is made up of four compulsory modules (three application modules and one focus module)
- the application modules include: engineering fundamentals, engineered products and braking systems.
- the focus module is a study of biomedical engineering

HSC Course

Students undertake the study and develop an engineering report for 2 of 4 modules:

- the HSC course is made up of four compulsory modules (two application modules and two focus modules)
- the application modules include: civil structures and personal and public transport
- the focus modules are studies of aeronautical engineering and telecommunications engineering

Particular Course Requirements

Students develop 2 engineering reports in the Year 11 Course and 2 engineering reports in the HSC Course.

Food Technology

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/food-technology-syllabus

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

Course Description

The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

Main Topics Covered

Year 11 Course

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

HSC Course

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

Particular Course Requirements

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

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

Industrial Technology

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/industrial-technology

2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Course Description

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include (choose one) Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

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

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

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

Particular Course Requirements

In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry.
In the HSC course, students design, develop and construct a Major Project with a management folio.
They will also undertake a study of the overall industry related to the specific focus area industry.

NOTE: Students may only choose ONE Focus area for study.

Information Processes and Technology

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/information-processes-technology-syllabus

2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Computing Applications CEC

Course Description

Information Processes and Technology is the study of information-based 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
Introduction to Information Skills and Systems (20%)
Tools for Information Processes (50%)
Developing Information Systems (30%)

HSC Course
Project Management (20%)
Information Systems and Databases (20%)
Communication Systems (20%)
Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems

Particular Course Requirements

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit HSC course.

The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Year 11 and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities

Software Design and Development

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/software-design-development

2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Computing Applications CEC

Course Description

The Year 11 course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The HSC course builds on the Year 11 course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

Year 11 Course

- Concepts and Issues in the Design and Development of Software (30%)
  - Social and ethical issues
  - Hardware and software
  - Software development approaches
- Introduction to Software Development (50%)
  - Defining and understanding the problem
  - Planning and designing software solutions
  - Implementing software solutions
  - Testing and evaluating software solutions
  - Maintaining software solutions
- Developing software solutions (20%)

HSC Course

- Development and Impact of Software Solutions (15%)
  - Social and ethical issues
  - Application of software development approaches
- Software Development Cycle (40%)
  - Defining and understanding the problem
  - Planning and design of software solutions
  - Implementing software solutions
  - Testing and evaluating software solutions
  - Maintaining software solutions
- Developing a Solution Package (25%)
- Options (20%)

Study one of the following options:

  - Programming paradigms

or

  - The interrelationship between software and hardware

Particular Course Requirements

There is no prerequisite study for the Year 11 course. Completion of the Year 11 course is a prerequisite for the HSC course.

It is a mandatory requirement that students spend a minimum of 20% of Year 11 course time and 25% of HSC course time on practical activities using the computer.

Textiles and Design

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/textiles-and-design-syllabus

2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Fashion and Textiles TVET CEC 43480 Fashion Design and Technology TVET CEC

Course Description

The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two Year 11 textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The HSC course builds upon the Year 11 course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

Main Topics Covered

Year 11 Course

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

HSC 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 Year 11 course, students will undertake two projects.
Both projects will be a free choice for the students within the five focus areas: Apparel, Furnishings, Costume, Textile Arts and Non-Apparel. The students will be encouraged to choose a project within their skill ability and background in Textiles. The first project will not form a part of the assessment program and will be focused on skill development. The second project, again a free choice with students considering their skill ability, will be part of the assessment for Year 11. It will also require a design folio which product design, management skills and communication methods.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

Community and Family Studies

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/community-family-studies-syllabus

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

Course Description

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

Main Topics Covered

Year 11 Course

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

HSC Course

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

HSC Option Modules

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

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

Particular Course Requirements

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

Personal Development, Health and Physical Education

Syllabus: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus

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

Course Description

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

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

Year 11 Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students select two of the following options:

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

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students select two of the following options:

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

Particular Course Requirements

In addition to core studies, students select two options in each of the Year 11 and HSC courses.

SCHOOL DELIVERED BOARD DEVELOPED VET COURSES

Vocational Education & Training VET Courses

IF YOU CHOOSE MORE THAN ONE OF THESE COURSES,

ONLY ONE CAN COUNT TOWARDS AN ATAR

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority, Teaching and Educational Standards.

VET COURSE INFORMATION 2019 – FREQUENTLY ASKED QUESTIONS

What does VET mean?

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

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

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

What is reported on the HSC?

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

What are competencies?

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

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

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

What is the Australian Quality Framework (AQF)?

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

What are Australian Qualification Framework (AQF) qualifications?

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

What are Industry Curriculum Frameworks?

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

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

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study.
However a Board Endorsed Course (VET BEC) does not contribute to the ATAR

Why is work placement compulsory in some VET courses?

Industry says workplace learning greatly enhances classroom training. Work placement in a 240-hour course is 70 hours (usually done as two one-week blocks, one week during the Year 11 course and one week during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements.

Who delivers VET to students?

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

What is RPL?

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

What is Credit Transfer?

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

How do foundation and employability skills relate to VET courses?

Foundation and employability skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions."

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

Education
Public Schools

Tamworth RTO 90612

CUA30415 Certificate III Live Production and Services (Release 2)

Statement of Attainment towards CUA30415 Certificate III Live Production and Services

2019 STAGE 6 COURSE DESCRIPTION – ENTERTAINMENT INDUSTRY

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours	1 Unit x 1 Year/60 hours specialisation (after 240 hours)
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to **the volume of learning** and the **amount of training** for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.				
Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.				

Board Developed Course	**Category B** status for Australian Tertiary Admission Rank (ATAR)
This Board Developed Course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the entertainment industry. Students who are assessed as competent in sufficient of the units below will be eligible for a full certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

Compulsory/Core Units – HSC Examinable		**RTO mandated Units (Core in qualification)**	
CUASOU301	Undertake live audio operations	BSBWOR301	Organise personal work priorities and development
SITXCCS303	Provide service to customers	CUAPPR304	Participate in collaborative creative projects
CUALGT301	Operate basic lighting	**Elective Units**	(35 hours minimum)
CPCCOHS1001A	***Work safely in the construction industry***	CUASMT301	Work effectively backstage during performances
CUAWHS302	Apply work health and safety practices	CUASTA202	Assist with bump in and bump out of shows
CUASTA301	Assist with production operations for live performances	CUALGT304	Install and operate follow spots
CUAVSS302	Operate vision systems	CUASOU306	Operate sound reinforcement systems
CUAIND301	Work effectively in the creative arts industry	MEM18002B	Use power tools/hand held operations

Course contribution (to be made directly to school): $20
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.
Please discuss any matters relating to refunds with your school

Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. *Please discuss with your school if you are unable to, or have difficulty meeting these requirements.*	• CPCCOHS1001A Work safely in the construction industry or the equivalent unit of competency, may be sourced from an external RTO and hence attract a fee. Please confirm this arrangement and costing with your teacher. • White Card during Year 11 schedule is delivered by an external RTO and will attract an additional fee

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

Assessment and course completion

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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)
Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement
Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- The 60 hour Specialisation Course requires no additional work placement

Optional HSC examination
Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Specialisation studies
Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations
Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N" award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals
Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates
Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation Skills:
Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)
A school-based traineeship is available in this course.
To express an interest or obtain further information go to http://www.northernnsw.startmytrade.com.au/
Your school SBAT Coordinator, Careers Adviser, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

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AHC30116 Certificate II in Agriculture (AHC2.0)

Statement of Attainment towards AHC30116 Certificate II in Agriculture (AHC2.0)

2019 STAGE 6 COURSE DESCRIPTION – PRIMARY INDUSTRIES

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
	2Unit x 1 Year/120 hours specialisation study		
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to **the volume of learning** and **the amount of training** for this qualification.			
Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.			

Board Developed Course	**Category B** status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the Agriculture, Horticulture and Primary industries. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

Compulsory/Core Units – HSC Examinable		**Selection of Elective Units**	
AHCWHS301	Contribute to WHS processes	AHCCHM304	Transport and store chemicals
AHCWRK309	Apply environmentally sustainable work practices	AHCLSK301	Administer medication to livestock
AHCCHM303	Prepare and apply chemicals	AHCLSK308	Identify and draft livestock
AHCWRK204	Work effectively in the industry	AHCLSK311	Implement feeding plans for livestock
AHCWRK302	Monitor weather conditions	AHCLSK312	Coordinate artificial insemination and fertility management of livestock
Stream Units		AHCLSK316	Prepare livestock for competition
AHCLSK309	Implement animal health control programs	AHCLSK323	Maintain and monitor feed stocks
AHCPMG302	Control plant pests, diseases and disorders	AHCLSK331	Comply with industry animal welfare requirements
		AHCLSK314	Prepare animals for parturition
		AHCLSK305	Maintain livestock water supplies
		AHCWRK306	Comply with industry quality assurance requirements

Course contribution (to be made directly to school): $20
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.
Please discuss any matters relating to refunds with your school

Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. *Please discuss with your school if you are unable to, or have difficulty meeting these requirements.*	• Operate Quad Bikes is delivered by an external RTO and may attract an additional fee

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

Assessment and course completion

Competency-based assessment
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Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination
Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Specialisation studies
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Foundation Skills
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School-based Apprenticeships and Traineeships (SBATs)
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CONTENT ENDORSED COURSES SCHOOL DELIVERED

ASSESSMENT IS SCHOOL BASED

THERE IS NO HSC EXAMINATION

THESE COURSES COUNT TOWARDS A HSC

BUT

NOT TOWARDS AN ATAR

Computing Applications

Content Endorsed Course	Exclusions: Board Developed Courses – Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework

Course Description

Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.

Computing and related information is a "hands-on" skills based course aimed at developing the student's abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks and enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.

It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.

Marine Studies

Content Endorsed Course (CEC) – 2U x 1 year or 2U x 2 years Does not contribute to the 6 Board Developed (BD) Units required for a HSC and it does not contribute to ATAR calculations	Exclusions: Nil

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 areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds 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 into the twenty first-century.

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

Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students acquire skills to solve real life problems.

Through Marine Studies students will develop:

- knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits, knowledge, understanding and skills in safe practices in the marine context.

No External Assessment and No HSC Examination

Sport, Lifestyle and Recreation Studies

Content Endorsed Course (CEC) – 2U x 2 years (240 hours) Does not contribute to the 6 Board Developed (BD) Units required for a HSC and it does not contribute to ATAR calculations	Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Course Description

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

Through the course students will develop:

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

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

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle

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

No External Assessment and No HSC Examination

Work Studies

Content Endorsed Course (CEC) – 2U x 2 years Does not contribute to the 6 Board Developed (BD) Units required for a HSC and it does not contribute to ATAR calculations	Exclusions: Nil

Course Description

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.

This course in Work Studies will assist students:

- to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- to develop an understanding of the changing nature of work organisation and the implications for individuals and society
- to undertake an extended work placement to allow for the development of specific job-related skills
- to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas
- to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace

The course consists of two core studies and a number of elective course modules.

- Core 1 – Work and change
- Core 2 – Experiencing work

There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours.

Specific Course Requirements

Students may have the opportunity to undertake work placement to allow for the development of specific job-related skills

No External Assessment and No HSC Examination

MY PROPOSED PATTERN OF STUDY

Name: _____

Use this space to think about what you would like to do – 12 Units are required for Year 11

SCHOOL BOARD DEVELOPED COURSES – CATEGORY A		CAPA		BOARD ENDORSED COURSES	
ENGLISH		Dance		Marine Studies	
English – Standard		Drama		Sport, Lifestyle and Recreation Studies	
English – Advanced		Music – Course 1		Work Studies	
English – Extension		Visual Arts			
MATHEMATICS		Visual Design			
Mathematics		TAS		TAFE – BOARD DEVELOPED COURSES	
Mathematics Standard 2		Agriculture		VET Automotive	
Mathematics Extension 1		Design and Technology		VET Business Services	
SCIENCE		Engineering Studies		VET Construction	
Biology		Food Technology		VET Electrotechnology	
Chemistry		Industrial Technology – Timber		VET Hospitality	
Earth and Environmental Science		Industrial Technology – Electronics		VET Human Services (Health Services)	
Physics		Industrial Technology – Metals		VET Tourism, Travel and Events	
Investigating Science		Industrial Technology – Multi Media		VET Retail Services	
HSIE		Information Processes and Technology			
Aboriginal Studies		Software Design and Development			
Ancient History		Textiles and Design			
Business Studies		Computer Application			
Economics		PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION			
Geography		Community and Family Studies			
Legal Studies		Personal Development, Health and Physical Education			
Modern History					
Society and Culture		SCHOOL BOARD DEVELOPED COURSES – CATEGORY B			
Studies of Religion 1U		English Studies			
Studies of Religion 2U		Mathematics Standard 1			
History Extension (HSC)		VET Entertainment Industry			
LOTE (Language(s) Other Than English		VET Primary Industrial Agriculture			
German – Beginners					
Japanese – Beginners					
Japanese – Continuers					

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