

Yass High School



SENIOR COURSE INFORMATION 2020

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Year 10 to Year 11 and 12

HSC Requirements

To complete satisfactorily a Year 11 (Preliminary) or Year 12 (HSC) course students must have:

- followed the course developed or endorsed by the Board
- applied themselves with diligence and sustained effort to set tasks and experiences in the course
- achieved some or all of the course outcome
- attend a minimum of 85% of class time

If you wish to be awarded the HSC:

- You must satisfactorily complete courses that meet the pattern of study required by the Board of Studies for the award of the Higher School Certificate. This includes the completion of the practical, work placement, oral or project works required for specific courses and the assessment requirements for each course.
- You must sit for and make a serious attempt at the Higher School Certificate examinations if applicable.
- You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course.
- If you are sitting your HSC exams in or after 2020 you will need to meet a minimum standard in literacy and numeracy to receive your Higher School Certificate. Students can show they have met the HSC minimum standard by achieving Band 8 in NAPLAN tests, or by passing online tests of basic reading, writing or numeracy skills, which are available for them to sit when they are ready from Year 10 until a few years after Year 12.

After completing HSC course requirements students will receive:

- The HSC Testamur- a certificate verifying your HSC achievement (if all requirements are met)
- An HSC Record of Achievement - a summary of results awarded in each course
- A Course Report for each Board Developed Course showing the moderated assessment mark, the external examination mark and the averaged HSC mark on a performance scale
- VET Credentials - AQF Certificate or VET Statement of Attainment

Courses Offered at our School

In an effort to cater for a wide range of student interests and ability levels, our school offers a large number of HSC courses which gives students every opportunity to choose a program which best suits them.

Year 11 (Preliminary) and Year 12 (HSC) studies may be made up of three types of courses:-

- Board Developed Courses (BDC)
- Board Developed Courses VET Framework Courses (BDC)
- Board Endorsed Courses (BEC)

Choosing the right HSC course of study

Individual students need to carefully consider and consult on the most suitable HSC pathway for them, taking into account their personal interests, aptitudes and career preferences.

The choice is between:

An HSC or ROSA with ATAR or an HSC or ROSA without ATAR or an HSC Vocational Pathway or ROSA

HSC or ROSA with ATAR

If you wish to study at University when completing the HSC you will need an ATAR.

- The ATAR is used by universities to determine student eligibility for entrance into university only
- To qualify for an ATAR you must follow a prescribed pattern of study. This pattern may be found in the table below. It is essential that students who wish to gain entry to university check the requirements for any courses they have in mind when nominating their subjects for Year 11.

HSC or ROSA without ATAR

If on leaving school you intend to enter an occupation or pursue a vocational course at TAFE, and not go on to university, you should consult with the Careers Adviser to ensure you have chosen courses suited to your needs. The Careers Adviser has a list of occupations where employers prefer the HSC document.

Vocational Pathway HSC or ROSA

This pathway, with no external exams and no ATAR, is designed for students who wish to focus on obtaining workplace skills. Students will have an opportunity to work 1 day a week if deemed work ready.

| HSC or ROSA with ATAR (Australian Tertiary Admission Rank) | HSC or ROSA without ATAR | VOCATIONAL PATHWAY HSC or ROSA |
|---|--|--|
| <p>1. To be eligible for a ATAR a student must complete at least ten units of Board Developed Courses for which there are examinations including:</p> <ul style="list-style-type: none"> ♦ at least 8 units of Board Developed Courses (BDC) ♦ at least 2 units of English ♦ 12 units in total to be studied <p>2. The ATAR calculation is based on an aggregate of scaled marks in ten units of ATAR courses comprising:</p> <ul style="list-style-type: none"> ♦ the best two units of English ♦ the best eight units from the remaining units, which can include up to two units of VET, BDC and BEC courses. | <p>1. For the award of the HSC you must undertake at least 12 Units of study in Preliminary Courses and 10 Units in HSC Courses:</p> <ul style="list-style-type: none"> ♦ at least 6 units of Board Developed Courses ♦ at least 2 units of English ♦ at least 4 subjects; and ♦ at most 6 units of courses ♦ in science <p>2. Satisfactorily complete the Preliminary and HSC Courses as required by:</p> <ul style="list-style-type: none"> ♦ attending at least 85% of lessons ♦ meeting assessment requirements ♦ application in the course which is demonstrated by the completion of set tasks and participation in class activities | <p>Students can study subjects that require no external exams.</p> <p>1. English Studies</p> <p>2. Select 4 courses which can be comprised of: -</p> <ul style="list-style-type: none"> ♦ Construction (VET) ♦ Mathematics Standard 1 (BEC) ♦ Hospitality (VET) ♦ Information Technology (VET) ♦ Metal and Engineering (VET) ♦ Primary Industries (VET) ♦ Photography, Video and Digital Imaging (BEC) ♦ Skills for Work and Vocational Pathways (VET) ♦ Sport, Lifestyle and Recreation (BEC) ♦ Visual Design ((BEC) |

Higher School Certificate Courses

English

It is mandatory for all students to study at least TWO (2) units of English in both the Preliminary and HSC program of study.

English (Advanced)

2 units for Year 11 (Preliminary) and Year 12 (HSC)

Board Developed Course

Course Description

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

Content

Year 11 (Preliminary)

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.
- Two additional modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

Year 12 (HSC)

The course has two sections:

- The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

Across the English Advanced Stage 6 course students are required to study:

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

Year 11 (Preliminary)

Students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms

Year 12 (HSC)

Students are required to study:

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film or media or a nonfiction text or may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- at least one related text in the Common module: Texts and Human Experiences

Exclusions

English Standard; English Studies; English EAL/D

English Extension

1 unit for Year 11 (Preliminary) and Year 12 (HSC)
Board Developed Course

Course Description

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

Content

Year 11 (Preliminary)

The course has one mandatory module: Texts, Culture and Value as well as a related research project.

Year 12 (HSC)

English Extension 1 course – The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are:

- Literary homelands
- Worlds of upheaval
- Reimagined worlds
- Literary mindscapes
- Intersecting worlds

English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

Course Requirements

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

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

Year 11 (Preliminary)

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

Year 12 (HSC)

In the English Extension 1 course students are required to study:

- at least three prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)
- at least TWO related texts.

In the English Extension 2 course students are required to:

Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative non-fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches, performance poetry
- multimedia

Prerequisites

(a) English Advanced

(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12

(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

Exclusions

English Standard; English Studies; English EAL/D

English Standard

2 units for Year 11 (Preliminary) and Year 12 (HSC)
Board Developed Course

Course Description

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

Content

Year 11 (Preliminary)

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.
- Two additional modules: Close Study of Literature, and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning.

Year 12 (HSC)

The course has two sections:

- The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

Across the English Standard Stage 6 Course students are required to study:

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

Year 11 (Preliminary)

Students are required to study:

- one complex multimodal or digital text in Module A (this may include the study of film)
- one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

Year 12 (HSC)

Students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- at least one related text in the Common module: Texts and Human Experiences.

Exclusions

English Advanced; English Studies; English EAL/D; English Extension

English Studies

2 units for Year 11 (Preliminary) and Year 12 (HSC)
Board Developed Course

Course Entry Guidelines

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

Due to changes in the English Studies course, students considering choosing this course should be advised that:

- English Studies is now a Stage 6 Board Developed Course with an optional HSC examination.
- Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses.
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC.
- Students are eligible for an ATAR if they complete the HSC exam and have at least 8 units of category A subjects in addition to 2 units of English Studies
- English Studies is a category B subject

Course Description

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

Content

Year 11 (Preliminary)

- Students study the mandatory module, Achieving through English: English in education, work and community to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

Year 12 (HSC)

- The HSC Common Content consists of one module Texts and Human Experiences which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

Course Requirements

Across the English Studies Stage 6 Course students are required to study:

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

Year 11 and Year 12

Students are required to:

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

Year 12 (HSC)

In addition to the above requirements, students in Year 12 **only** are required to:

- study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

Exclusions

English Advanced; English Standard; English EAL/D; English Extension

Board Developed Courses

Students must study at least 6 units, including English, of Board Developed Courses (BDC) in both the Preliminary and HSC program of study. These courses have an external assessment component which includes a written examination. All of these courses can be used in the calculation of the Australian Tertiary Admissions Rank (ATAR).

There will be 3 or 4 school assessment tasks each year. The assessment tasks in the HSC year will contribute towards the calculation of the student's relative rank within the school (school assessment). When submitted to the Board of Studies, these relative ranks are moderated against the scaled group exam results to calculate the school assessment mark for each student in each subject. In other words, the school's results in the external examination determine the range of school assessment marks for that school. This moderated assessment mark and the scaled exam mark contribute 50% each to the student's final HSC mark.

Vocational Educational Training (VET) courses are also Board Developed Courses.

At Yass High School we offer:-

| Subject | Units | Subject | Units |
|------------------------------|--------------|------------------------------------|--------------|
| Agriculture | 2 | | |
| Ancient History | 2 | | |
| Biology ** | 2 | Mathematics Extension 1 ** | 1 |
| Business Studies | 2 | Mathematics Standard | 2 |
| Chemistry ** | 2 | Modern History ** | 2 |
| Community and Family Studies | 2 | Music 1 | 2 |
| Engineering Studies | 2 | PDHPE | 2 |
| Food Technology | 2 | Physics ** | 2 |
| English Extension ** | 1 | Science – Investigating Science ** | 2 |
| Geography | 2 | Society and Culture | 2 |
| Legal Studies | 2 | Textiles and Design | 2 |
| Mathematics Advanced | 2 | Visual Arts | 2 |

** These subjects have a 1 unit further extension in Year 12

Agriculture

2 units for each of Year 11(Preliminary) and Year 12 (HSC)

Board Developed Course

Year 11 (Preliminary)

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

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

Year 12 (HSC)

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

- Core Topics (80%)
- Plant/Animal Production (50%)
- Farm/Product Study (30%)

Choose 1 Elective (20%)

- Agri food, fibre and fuel technologies
- Climate Challenge
- Farming for the 21st Century

External Assessment: Year 12 (HSC) Course only

A three hour written examination

Ancient History

2 units for Year 11(Preliminary) and Year 12 (HSC)
Board Developed Course

Year 11 (Preliminary)

The Preliminary 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.

Part 1: Introduction

- Investigating the past: History, Archaeology and Science
- Case Studies (at least one)

Part 2: Studies of Ancient Societies, Sites and Sources

- At least one study to be chosen

Part 3: Historical Investigation

- The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.

Year 12 (HSC)

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.

- Core: Cities of Vesuvius – Pompeii and Herculaneum (25%)
- Ancient Societies – one ancient society to be studied (25%)
- Personalities in their Times – one personality to be studied (25%)
- Historical Periods – one historical period to be studied (25%)

In the Preliminary 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.

External Assessment: HSC Course only

A three-hour written examination

Biology

2 units for Year 11(Preliminary) and Year 12 (HSC)
Board Developed Course

Biology is the study of living organisms, life processes and interactions between organisms and their environment.

Year 11 (Preliminary)

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 11 course consists of four modules.

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

Year 12 (HSC)

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

The Year 12 course consists of four modules.

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

Course requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

External Assessment

A three-hour written examination

Business Studies

2 units for Year 11(Preliminary) and Year 12 (HSC)
Board Developed Course

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

Year 11 (Preliminary)

- Nature of Business (20%) – the role and nature of business in a changing business environment
- Business Management (40%) – the nature and responsibilities of management in the business environment
- Business Planning (40%) – the processes of establishing and planning a small to medium enterprise
- Students will plan the establishment of their own small business or investigate a local business in detail as a part of the Preliminary course.

Year 12 (HSC)

- Operations (25%) – the strategies for effective operations management in large businesses
- Marketing (25%) – the main elements involved in the development and implementation of successful marketing strategies.
- Finance (25%) – the role of interpreting financial information in the planning and management of a business
- Human Resource Management (25%) – the contribution of human resource management to business performance

Excursions may take place to Canberra and/or Sydney, along with several local business visits, to investigate and illustrate the practical application of business theory and develop business case studies.

External Assessment: Year 12 (HSC) Course only

A three hour written examination

Chemistry

2 units for Year 11(Preliminary) and Year 12 (HSC)
Board Developed Course

Year 11 (Preliminary)

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 11 course consists of four modules.

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

Year 12 (HSC)

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

The Year 12 course consists of four modules.

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

Course Requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

External Assessment

A three-hour written examination

Community and Family Studies

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)
Board Developed Course

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 (Preliminary)

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

Year 12 (HSC)

- 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).

Year 12 (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.

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.

External Assessment: Year 12 (HSC) Course only

A three hour written examination

Engineering Studies

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)
Board Developed Course

Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

Main Topics Covered

Year 11 (Preliminary)

Students undertake the study of 4 compulsory modules:

- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems
- one focus module relating to the field of Biomedical engineering.

Year 12 (HSC)

Students undertake the study of 4 compulsory modules:

- two application modules relating to the fields of Civil structures and Personal and public transport
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.
- Course Requirements

Year 11 (Preliminary)

Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

Year 12 (HSC)

Students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.

One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

Food Technology*

***Please note this is a fee paying course. By electing to undertake this course you are agreeing to complete fee payment within three (3) weeks of course commencement.**

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)

Board Developed Course

Subject Cost: Year 11 - \$80

Year 12 - \$60

Year 11 (Preliminary)

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

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

Year 12 (HSC)

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.

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

External Assessment: Year 12 (HSC) Course only

A three hour written examination

Geography

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)
Board Developed Course

Year 11 (Preliminary)

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

- Biophysical Interactions (45%) how biophysical processes contribute to sustainable management, environmental quality and resource use.
- Global Challenges (45%) geographical study of issues at a global scale. Such as population growth and demographics, foreign aid and international development studies, and the sustainable use of natural resources, contemporary political geography and cultural integration.
- Senior Geography Project (10%) a geographical study of student's own choosing

Year 12 (HSC)

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.

- Ecosystems at Risk (33%) the functioning of ecosystems, their management and protection.
- Urban Places (33%) study urban dynamics at work in cities and towns.
- People and Economic Activity (33%) geographic study of economic activity in a local and global context. Topics could include Viticulture and the Wine Making industry, tourism, beef or wool industries.

Students complete an independent senior geography project (SGP) in the Preliminary course, and undertake at least 12 hours of fieldwork in both Preliminary and HSC courses, which may include studies in the Snowy Mountains, Canberra and Sydney among other local field studies.

External Assessment: Year 12 (HSC) Course only

A three hour written examination

Legal Studies

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)
Board Developed Course

Year 11 (Preliminary)

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

Part I – The Legal System (40% of course time)

Part II – The Individual and the Law (30% of course time)

Part III – The Law in Practice (30% of course time)

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course.

This section may be integrated with Part I and Part II

Year 12 (HSC)

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.

Crime (30% of course time)

Human Rights (20% of course time)

Options (50% of course time)

Students will study two focus studies chosen from:

- Consumers
- Family
- Global environment
- Indigenous peoples
- International Law
- Shelter
- Technological change
- Workplace
- World order

Key themes incorporated across all topics:

- Justice
- Law and Society
- Culture
- Values and Ethics
- Conflict and Cooperation
- Continuity and Change
- Legal processes and Institutions
- Effectiveness of the legal system

External Assessment: Year 12 (HSC) Course only

A three hour written examination

Mathematics Advanced

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)
Board Developed Course

The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Year 11 (Preliminary)

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical Analysis

Year 12 (HSC)

- Functions
- Trigonometric functions
- Calculus
- Financial Mathematics
- Statistical Analysis
-

External Assessment: Year 12 (HSC) only

A three hour written examination

Prerequisites

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

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis

And at least some of the content from the following substrands of Stage 5.3:

- Non-linear relationships
- Properties of Geometrical Shapes

Exclusions

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

Mathematics Extension 1

2 units Year 11 (Preliminary) and Year 12 (HSC)
Board Developed Course

The study of Mathematics Extension 1 in Stage 6:

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

Year 11 (Preliminary) Extension Course

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

Year 12 (HSC) Mathematics Extension 1 Course

- Mathematical Induction
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

External Assessment: Year 12 (HSC) Mathematics Extension 1 Course

A two hour written examination

Prerequisites

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

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

Co requisite

Must be done in conjunction with Mathematics

Exclusions

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

Mathematics Standard 2 Pathway

2 units Year 11 (Preliminary) and Year 12 (HSC)
Board Developed Course

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course. All students studying the Mathematics Standard 2 course will sit for an HSC examination. All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

Enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. Provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs. Provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies. Provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Year 11 (Preliminary)

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Financial Mathematics

- Money Matters

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12 (HSC)

Topic: Algebra

- Types of Relationships

Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Topic: Measurement

- Non-right-angled Trigonometry

- Rates and Ratios

Topic: Networks

- Network Concepts
- Critical Path Analysis

Topic: Financial Mathematics

- Investments and Loans
- Annuities

Prerequisites

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

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability

Exclusions

Students may **not** study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

Students who have followed the Mathematics Standard 1 pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.

Modern History

2 units Year 11 (Preliminary) and Year 12 (HSC)
Board Developed Course

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

Year 11 (Preliminary)

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

- The Nature of Modern History e.g. The Construction of Modern Histories
- Case Studies
- The Decline and Fall of the Romanov Dynasty
- The Cuban Revolution
- Historical Investigation
- The Shaping of the Modern World E.g. WW1

Year 12 (HSC)

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

- Core Study: Power and Authority in the Modern World 1919–1946 E.g. The Nazi Regime
- ONE National Studies E.g. Russia and the Soviet Union 1917-1941
- Peace and Conflict E.g. Conflict in Europe (WW2)
- Change in the Modern World E.g. Apartheid in South Africa 1960–1994

External Assessment: Year 12 (HSC) Course only

A three hour written examination

Music 1*

***Please note this is a fee paying course. By electing to undertake this course you are agreeing to complete fee payment within three (3) weeks of course commencement.**

2 units Year 11 (Preliminary) and Year 12 (HSC)

Board Developed Course

Year 11 (Preliminary)

Students will develop knowledge and understanding about the use of the following musical concepts:

- duration
- pitch
- dynamics and expressive techniques
- tone colour
- texture
- structure

and skills in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students will study THREE topics from a list that covers a wide range of styles, periods and genres.

Year 12 (HSC)

Students will develop a greater depth of knowledge and understanding of the concepts of music and skills in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students will study THREE topics from the topic list.

The topics must be: either THREE topics which are different from those studied in the Preliminary course or TWO topics which are different from those studied in the Preliminary course and ONE topic from the Preliminary course which shows greater depth of understanding explores new repertoire and includes a comparative study.

Students will also choose THREE electives made up of any combination of performance, composition and/or musicology. These three electives must reflect the three topics studied in the HSC course.

External Assessment: Year 12 (HSC) Course only

A written aural skills paper worth 30 marks

A core performance practical examination worth 20 marks

Three elective examinations worth 60 marks

The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.

Exclusions

Students may not study both Music 1 and Music 2

Music 1 students may not study Music Extension

Personal Development, Health and Physical Education*

***Please note this is a fee paying course. By electing to undertake this course you are agreeing to complete fee payment within three (3) weeks of course commencement.**

2 units for Year 11(Preliminary) and Year 12 (HSC)
Board Developed Course

Year 11 (Preliminary)

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

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students select two options each from:

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

Year 12 (HSC)

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

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students select two options each from:

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

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

External Assessment: Year 12 (HSC) Course only

A three hour written examination

Physics

2 units for Year 11(Preliminary) and Year 12 (HSC)
Board Developed Course

Year 11 (Preliminary)

The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 11 course consists of four modules:

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

Year 12 (HSC)

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

The Year 12 course consists of four modules:

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

Course Requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

External Assessment

A three-hour written examination

Science – Investigating Science

2 units for Year 11(Preliminary) and Year 12 (HSC)
Board Developed Course

Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.

Year 11 (Preliminary)

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 11 course consists of four modules.

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

Year 12 (HSC)

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

The Year 12 course consists of four modules.

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

Course Requirements

Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

External Assessment

A three-hour written examination

Society and Culture

2 units for Year 11(Preliminary) and Year 12 (HSC)
Board Developed Course

The aim of Society and Culture Stage 6 is for students to achieve social and cultural literacy by developing their knowledge and understanding about societies and cultures, developing their social and cultural research skills, and promoting positive values and attitudes essential to achieving social and cultural literacy.

Society and culture is the study of the interaction of persons, societies, cultures and environments across time.

1. It is a conceptually based course that fosters skills of independent thinking and research in order to develop the qualities of effective citizenship.

Post School options include, psychology, social science, counselling, community services (youth services, aged care and disability services) and social work.

2. It enables students to develop an understanding of:
 - Themselves
 - Their own society and culture
 - The societies and cultures of others

Year 11 (Preliminary)

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

Year 12 (HSC)

- Personal Interest Project (30% of course time)
- Social and Cultural Continuity and Change (30% of course time)
- Depth studies (40% of course time) TWO to be chosen from the following:
 - Popular Culture
 - Social Inclusion and Exclusion
 - Belief Systems and Ideologies
 - Social Conformity and Nonconformity

External Assessment: Year 12 (HSC) Course only

- Major Work - Personal Interest Project
- A two hour written examination

Textiles and Design*

***Please note this is a fee paying course. By electing to undertake this course you are agreeing to complete fee payment within three (3) weeks of course commencement.**

2 units for Year 11(Preliminary) and Year 12 (HSC)
Board Developed Course

Students are involved in learning the practical skills to create textile items in Year 11 and a Major Textile Project in Year 12.

They will develop confidence and competence in selecting, designing and manufacturing textile items. They will also gain an understanding and appreciation of the nature and significance of textiles in today's world. They will learn about the textile industry and careers in this field.

Year 11 (Preliminary)

Learning opportunities focus on:

- Design: Elements and principles, types of design, communication techniques, manufacturing methods
- Properties and performance of textiles: fabric, yarn and fibre structure, classification and identification
- Quality and value of textiles
- Industry overview

Year 11 (Preliminary) Course requirements

- Project 1: creating textile item/s which focus on the generation of ideas, design modification, textile manipulative skills, evaluation of ideas and the project and management of time and resources.
- Project 2: creating textile time/s will focus on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, textile manipulation, management skills, communication skills and recording information.

Year 12 (HSC)

Learning opportunities focus on:

- Design: history, cultural influence, contemporary designers
- Properties and performance of textiles: end use applications, emerging and innovations in textile technologies.
- Australian Textile, Clothing, Footwear and Allied Industry: current issues, marketplace and technology and environmental sustainability.

Year 12 (HSC) Course requirements

- Major Textile Project: Students select one focus area through which they develop a project, including supporting documents and textile item/s.

External Assessment: Year 12 (HSC) Course only

A one and a half-hour written examination
Submission of a body of work

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.

Visual Arts*

***Please note this is a fee paying course. By electing to undertake this course you are agreeing to complete fee payment within three (3) weeks of course commencement.**

2 units for Year 11(Preliminary) and Year 12 (HSC)
Board Developed Course

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

Year 11 (Preliminary)

Learning opportunities focus on:

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

Year 11 (Preliminary) Course requirements

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

Year 12 (HSC)

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.

Year 12 (HSC) Course requirements

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

External Assessment: Year 12 (HSC) Course only

A one and a half hour written examination
Submission of a body of work

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.

Vocation Education and Training (VET) Courses (BDC)

To deliver VET Industry Curriculum Frameworks schools must be authorised. The teachers of these courses have maintained currency in their relevant industries. The Yass High School has RTO Authority to deliver:

| Subject | Units |
|--|--------------|
| Construction | 2 |
| Entertainment | 2 |
| Hospitality | 2 |
| Hospitality-Cert II Kitchen Operations | 2 |
| Metal and Engineering | 2 |

The competencies achieved in VET courses are nationally recognised. The rules and procedures for VET courses are determined by the Board of Studies and the relevant national bodies.

- Only 1 subject or 2 units of these subjects can count towards an ATAR and will only count if you sit the optional HSC examination.
- It is a mandatory requirement that all students complete a 35 hour work placement in each year for each VET subject they are undertaking. This requires students to complete and submit the appropriate paperwork. For Construction, this will require the students to have a White Card (approx cost \$80).



CPC20211 Certificate II in Construction Pathways

Course: Construction (240 indicative hours)
4 Preliminary and/or HSC units in total
Board Developed Course
Category B status for Australian Tertiary Admission Rank (ATAR)
Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description

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

Core Units of Competency

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

Elective Units of Competency

Compulsory in TAS

- CPCCCA2002B Use carpentry tools and equipment
- CPCCCA2011A Handle carpentry materials
- CPCCCM2004A Handle construction materials
- CPCCCM2006B Apply basic levelling procedures
- This course contains three additional units above the qualification to meet NESA HSC requirements
- CPCCWHS1001 Prepare to work safely in the construction industry. (White Card)
- CPCCCM2005B Use construction tools and equipment
- CPCCO2021A Handle concreting materials

Options: To gain the qualification and be eligible for the HSC, Option1 or Option 2 must be completed

Option 1

- CPCCJN2001A Assemble components
- CPCCJN2002B Prepare for off-site manufacturing process

Students may apply for Recognition of Prior Learning or be granted Credit Transfer provided suitable evidence is submitted

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a CPC20211 Certificate II in Construction Pathways. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways. NB This qualification may change as a result of training package reviews
There are foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

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

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

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

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$120 per year + White card Discuss payment options with your trainer.

Students must also wear leather boots during lessons.

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: school to insert specific information eg. timetabled, Block 1-5pm, at another school, distance education

Exclusions : Nil

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

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>



CUA30415 Certificate III in Live Production and Services

Course: Entertainment (310 indicative hours)
5 Preliminary and/or HSC units in total
Board Developed Course
Category B status for Australian Tertiary Admission Rank (ATAR)
Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications for employment in the entertainment industry. This is known as dual accreditation. Students will be able to gain skills in communication, safe work practices, working with others, staging and using audio, lighting and vision systems. This qualification is designed to reflect the role of individuals who work in technical production teams, who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations within the entertainment industry. Possible occupations include stage hand, lighting technician, set designer and sound technician.

Core Units of Competency

- CPCOHS1001A Work Safely in the construction industry
- CUAIND301 Work effectively in the creative arts industry
- SITXCCS006 Provide service to customers
- CUASOU301 Undertake live audio operations
- CUALGT301 Operate basic lighting
- CUASTA301 Assist with production operations for live performance
- CUAVSS302 Operate vision systems
- CUAWHS302 Apply work health and safety practices
- CUVPRP30A Participate in collaborative creative projects
- BSBWOR301 Organise personal work priorities & development

Elective Units of Competency

- CUASMT301 Work effectively backstage during performances
- CUASTA202 Assist with bump in and bump out of shows
- CUFLGT303 Install and operate follow spots
- MEM18002B Use power tools/hand held operations
- CUASOU306 Operate sound reinforcement systems
- BSBCMM201 Communicate in the Workplace

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for the Certificate III in Live Production and Services (CUA30415). This qualification is part of the Creative Arts and Culture CUAv2 Training Package and provides pathways to CUA40415 Certificate IV in Live Production and Technical Services, CUA50415 Diploma of Live Production and Technical Services and other qualifications that allow for selection of these units.

NB This qualification may change as a result of training package reviews

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

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

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

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

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$120 per year + uniform (\$80 approx) Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Delivered through the timetable

Exclusions : Nil

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

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>



SIT20316 Certificate II in Hospitality

Course: Hospitality (240 indicative hours)
4 Preliminary and/or HSC units in total
Board Developed Course
Category B status for Australian Tertiary Admission Rank (ATAR)
Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.
This qualification provides a pathway to work in various hospitality settings – restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.

Core Units of Competency

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

Elective Units of Competency (Compulsory in TAS)

- SITXFSA001 Use hygienic practices for food safety
 - SITHFAB004 Prepare and serve non-alcoholic beverages
 - SITHFAB005 Prepare and serve espresso coffee
 - SITHFAB007 Serve food and beverage
 - SITHCCC001 Use food preparation equipment
 - SITXFSA002 Participate in safe food handling practices
 - BSBSUS201 Participate in environmentally sustainable work practices
 - BSBCMM201 Communicate in the Workplace
- This course contains 2 additional units above the qualification to meet New South Wales Education Standards Authority (NESA) requirements.

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for SIT20316 Certificate II in Hospitality. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards SIT20316 Certificate II in Hospitality. Portfolios of evidence are required in some units of this course.
There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

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

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

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

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$120 per year + uniform (\$80 approx) + kit hire (\$50 - \$30 refund at end of course). Students are expected to wear black leather shoes with their uniforms during practical service periods.

Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: delivered through the timetable

Exclusions : Nil however students may not undertake the same unit of competency in more than one VET course

A school-based traineeship is available in this course, for more information: <http://www.sbatinns.w.edu.au/>

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>



SIT20416 Certificate II in Kitchen Operations

Course: Hospitality (240 indicative hours)
4 Preliminary and/or HSC units in total
Board Developed Course
Category B status for Australian Tertiary Admission Rank (ATAR)
Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks.

This qualification provides a pathway for commercial cooks into Cert III in Commercial Cookery.

Job roles: provides a pathway to work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops & institutions such as aged care, hospitals, prisons, schools.

Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

Core Units of Competency

- BSBWOR203 Work effectively with others
- SITHCCC001 Use food preparation equipment
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHCCC01 Use cookery skills effectively
- SITHKOP001 Clean kitchen premises and equipment
- SITXFSA001 Use hygienic practices for food safety
- SITXINV002 Maintain the quality of perishable items
- SITXWHS001 Participate in safe work practices

Elective Units of Competency (Compulsory in TAS)

- SITHIND002 Source & use information on the hospitality industry
- SITXFSA002 Participate in safe food handling practices
- SITHCCC002 Prepare and present simple dishes
- SITHCCC006 Prepare appetisers and salads
- SITCCC003 Prepare and present sandwiches
- BSBSUS201 Participate in environmentally sustainable work practices

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a SIT20416 Certificate II in Kitchen Operations. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations. Portfolios of evidence are required for some units of competency in this course.

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

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

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

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

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$150 / year + Uniform (\$90 approx) + kit hire (\$50 - \$30 refund upon return of kit). Students are expected to wear black leather shoes as part of their uniform.

Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: In school timetable

Exclusions : Cannot do Hospitality (Café Skills)

A school-based traineeship is available in this course, for more information: <http://www.sbatinns.w.edu.au/>

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>



MEM10105 Certificate I in Engineering

Course: Metal and Engineering (240 indicative hours) 4 Preliminary and/or HSC units in total
Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)
Students must complete a minimum of 70 hours of work placement to meet HSC requirements

Course Description

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

Core Units of Competency

- MEM13014A Apply principles of occupational health and safety in the work environment
- MEM16007A Work with others in a manufacturing, engineering or related environment
- MEM14004A Plan to undertake a routine task
- MEM15024A Apply quality procedures

Elective Units of Competency (Compulsory in TAS)

- MEM15002A Apply quality systems
- MEM12023A Perform engineering measurements
- MEM12024A Perform computations
- MEM18001C Use hand tools
- MEM18002B Use power tools/hand held operations
- MEM05005B Carry out mechanical cutting
- MEM05012C Perform routine manual metal arc welding

- MEM07032B Use workshop machines for basic operations
- MEM11011B Undertake manual handling

Additional single unit of competency to qualify for Certificate 1

- MEM05004C Perform routine oxy acetylene welding
- MEM05007C Perform manual heating and thermal cutting
- MEM16008A Interact with computing Technology

This course also requires the completion of the Manufacturing, engineering and related services industries induction and MEM09002B Interpret technical drawing to meet NESA HSC requirements.

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a MEM10105 Certificate I in Engineering. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards MEM10105 Certificate I in Engineering.

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

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

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

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

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$120 per year. Students are also required to wear PPE including eye protection, ear plugs and leather shoes for all practical work. Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Delivered through the timetable

Exclusions: Industrial Technology (Metal and Engineering Technologies).

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

Board Endorsed Courses (BEC)

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

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

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

Board Endorsed Courses are studied as 2 units and as Preliminary and/or HSC courses at Yass High School.

| Subject | Units | Subject | Units |
|--|--------------|---------------------------------------|--------------|
| Mathematics Standard 1 Pathway | 2 | Sport, Lifestyle & Recreation Studies | 2 |
| Photography, Video and Digital Imaging | 2 | Visual Design | 2 |

Mathematics Standard 1 Pathway

2 units Year 11 (Preliminary) and Year 12 (HSC)
Board Endorsed Course

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course. All students studying the Mathematics Standard 1 course can choose to sit an optional HSC examination. All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 1 in Stage 6:

Enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. Provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs. Provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies. Provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Year 11 (Preliminary)

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Financial Mathematics

- Money Matters

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12 (HSC)

Topic: Algebra

- Types of Relationships

Topic: Statistical Analysis

- Further Statistical Analysis

Topic: Measurement

- Right-angled Triangles
- Rates
- Scale Drawings

Topic: Networks

- Networks & Paths

Topic: Financial Mathematics

- Investments
- Depreciation & Loans

Prerequisites

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

Area and surface area

Financial mathematics

Linear relationships

Non-linear relationships

Right-angled triangles (Trigonometry)

Single variable data analysis

Volume

some content from Equations

some content from Probability

Exclusions

Students may **not** study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

Photography, Video and Digital Imaging*

****Please note this is a fee paying course. By electing to undertake this course you are agreeing to complete fee payment within four weeks of course commencement.***

2 units Year 11 (Preliminary) and Year 12 (HSC)

Board Endorsed Course

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment especially with Photoshop software.

Students are required to keep a journal throughout the course.

Assessment

There is no external HSC examination

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.

Sport, Lifestyle and Recreation Studies

2 units Year 11 (Preliminary) and Year 12 (HSC)
Board Endorsed Course

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

This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life. Students will be able to attain a number of recognised qualifications whilst studying this course.

The course aims to:

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

Assessment

There is no external HSC examination. Assessment is through class tasks and a diary. Year 12 assessment includes an accredited First Aid exam.

Exclusions

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

Visual Design

2 units Year 11 (Preliminary) and Year 12 (HSC)
Board Endorsed Course

This course allows students to further explore design practice through design briefs, expressive forms and the frames. Modules chosen can be used to develop knowledge and skills that lead to technical and conceptual accomplishment, and understanding through critical and historical investigations.

Students can choose from the following modules:

Graphic Design

- ◆ Publications
- ◆ Illustrations
- ◆ Cartooning
- ◆ Interactive and multi media

Wearable Design

- ◆ Clothing
- ◆ Image
- ◆ Jewellery
- ◆ Accessories
- ◆ Textiles

Product Design

- ◆ Packaging
- ◆ Furniture
- ◆ Industrial

Interior/Exterior Design

- ◆ Structures
- ◆ Environments
- ◆ Stage sets
- ◆ Props
- ◆ Interiors

Occupational Health and Safety issues are mandatory aspects of any module.

Visual Design modules allow students to explore the designing, development and making of products like models, plans, diagrams, digital images, prototypes, film, video, computer based applications and drawing. This course takes into account the importance of function, consumers, innovation, experimentation and research related to the field of Visual Design.

Students are required to keep a journal throughout the course.

Assessment

There is no external HSC examination

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.

Courses available in Year 12 (HSC) only

These courses are extension programs. Students need to achieve appropriate results in the Preliminary pre-requisite courses for students to be considered for these extension courses. These courses are likely to be available only in an off-line time as the classes are very small.

Students wishing to undertake any of these courses need to let the relevant Head Teacher know early in Term 2 about their desire to undertake these courses.

English Extension 2 Year 12 (HSC)

1 unit of study for Year 12 (HSC)
Board Developed Course

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

In the English Extension 2 course students are required to:

Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative non-fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches, performance poetry
- multimedia

Prerequisites

(a) English Advanced

(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12

(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

Exclusions

English Standard; English Studies; English EAL/D

History Extension Year 12 (HSC)

1 unit of study for Year 12 (HSC)
Board Developed Course

HSC History Extension provides students with the opportunity to gain greater knowledge and understanding of the way history is written. They do this by reviewing the kinds of history that have been written and the context in which history is constructed over time in order to reflect on some of the problems associated with the writing of history.

Students may choose to undertake HSC History Extension for several reasons. Many students find that history is a living and changing construct, a fascinating revelation, an idea which they are happy to pursue in greater depth.

Part I: What is History?

Percentage of course time: 60%

Students use historical debates from one case study and a source book of historical readings to investigate the question 'What is history?' through the 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 approaches to history changed over time?

The case study can be taken from a prescribed list based on any one of the following fields of historical study:

- Ancient history
- Medieval and early modern history
- Modern history
- Australian history

Part II: History Project

Percentage of course time: 40%

The history project provides the opportunity for students to design and conduct an investigation in an area of changing historical interpretation. Students develop and refine specific questions for investigation that add to their understanding of the key questions:

- Who are the historians?
- What are the purposes of history?
- How has history been constructed and recorded over time?
- Why have approaches to the construction of history changed over time?

The history project is submitted as a research proposal, a formal essay with process log and full bibliography which constitutes 80% of their school assessment mark.

External Assessment: Year 12 (HSC) Course only

A two hour written examination

Prerequisites

Modern History, Ancient History or both

Co requisite

Modern History, Ancient History or both

Mathematics Extension 2 Year 12 (HSC)

1 unit of study for Year 12 (HSC)
Board Developed Course

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
 - provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
 - provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
 - provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
 - provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.
-
- Mathematical Induction
 - Vectors
 - Complex Numbers
 - Calculus
 - Mechanics

External Assessment: Year 12 (HSC)

A three hour written examination instead of Mathematics exam

Prerequisites: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

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

EARLY CHILDHOOD EDUCATION AND CARE

| | |
|---|--|
| Qualification | Statement of Attainment towards CHC30113 Certificate III in Early Childhood Education and Care . |
| RTO | TAFE NSW Illawarra RTO 90006 http://www.tafeillawarra.edu.au/ |
| Brief course description | This course is accredited for the Higher School Certificate (HSC) and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children's wellbeing, learning and development. |
| Occupations | Level 2 Children's Service Award 2010, Childhood Educator Assistant, Outside School Hours Aide, Preschool Assistant. |
| Pathways | Certificate III in Early Childhood Education and Care, Diploma of Early Childhood Education and Care, Bachelor of Early Childhood Education and Care. <i>Note: This RTO may not offer all qualifications listed above in possible pathways</i> |
| Recognition | All students enrolled in TAFE NSW may apply for Credit Transfer, Recognition of Prior Learning (RPL) or Articulation arrangements. For more information visit the: NSW Education Standards Authority (NESA) website . |
| Course Type | Board Endorsed Course |
| Indicative hours | 240 hours over 2 years |
| HSC units and category | 4 Preliminary and/or HSC units in total. The Early Childhood Education and Care HSC VET course counts as Board Endorsed unit credit for the HSC but does not contribute towards an Australian Tertiary Admission Rank (ATAR). For more information on understanding HSC results visit the NSW Education Standards Authority (NESA) website |
| Qualification Packaging rules | To attain the full qualification students must achieve 18 units of competency: 15 core units plus 3 elective units. |
| Core/HSC Mandatory Units of Competency | CHCECE002 Ensure the health and safety of children CHCECE004 Promote and provide healthy food and drink CHCECE001 Develop cultural competence CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety HLTAID004 Provide an emergency first aid response in an educational and care setting HLTWHS001 Participate in workplace health and safety CHCECE009 Use an approved learning framework to guide practice |
| Elective Units of Competency | CHCDIV001 Work with diverse people CHCECE012 Support children to connect to their world CHCECE006 Support behaviour of children and young people BSBSUS301 Implement and monitor environmentally sustainable work practices <i>Electives may vary between delivery sites to meet local demand</i> |

| | |
|------------------------------------|---|
| Additional Requirements | <p>Students undertaking courses within the community services and/or health industries may be required to:</p> <ul style="list-style-type: none"> • undergo occupational assessment, screening and vaccination (www.health.nsw.gov.au) • apply for a Working With Children Check (www.kidsguardian.nsw.gov.au) • undertake a National Police Check (www.police.nsw.gov.au). |
| Work Placement | <p>Students must complete a minimum of 35 hours of mandatory work placement. Students should be at least 16 years old to undertake the work placement for this course as they will be in a work environment with vulnerable people and duty of care requires a substantial level of maturity. Any variation of this requirement must be with the explicit approval of the school, RTO and host employer.</p> |
| Delivery | <p>This course is delivered face to face within a simulated work environment at TAFE NSW Goulburn, Moruya, Moss Vale, Nowra, Shellharbour, Ulladulla and Wollongong.</p> <p>Schools will be advised when timetables are available.</p> |
| Exclusions | <p>Refer to the NSW Education Standards Authority (NESA) website for information on VET course exclusions</p> |
| Foundation Skills | <p>Foundation Skills is the term used to cover the Australian Core Skills Framework plus the Core Skills for Work Framework. There are 11 foundation skills</p> |
| Competency Based Assessment | <p>Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.</p> |
| N Determinations | <p>Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will still count towards an AQF qualification.</p> |
| Appeals | <p>Students may lodge an appeal about assessment decisions through their VET teacher.</p> |
| Enrolment and Funding | <p>Enrolment and funding arrangements for externally delivered VET courses is provided to students via the school VET Coordinator or Careers Adviser.</p> |
| SBATs | <p>A school-based traineeship is available in this course, for more information visit the School Based Apprenticeships and Traineeships in NSW website.</p> |
| Support Services | <p>TAFE NSW is committed to helping students reach their goals by providing a wide range of support and services. VET courses are available to all students including those with special education needs. More information is available on the NESA website.</p> <p>For more information on all of our Support Services visit the TAFE NSW Support for Students Website or call 1300 766 123.</p> |
| Additional Information | <p>Students will be provided with a Student Guide and participate in a campus/course induction process prior to course commencement.</p> |

HUMAN SERVICES – HEALTH SERVICES ASSISTANCE (ASSISTING IN NURSING WORK)

| | |
|---|---|
| Qualification | HLT33115 Certificate III in Health Services Assistance |
| RTO | TAFE NSW Illawarra RTO 90006 http://www.tafeillawarra.edu.au/ |
| Brief course description | This course is accredited for the Higher School Certificate (HSC) and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision. |
| Occupations | Nurse's aide, operating theatre technician, orderly, patient support assistant, ward assistant, ward clerk. Employment in public and private acute health care facilities. |
| Pathways | The Diploma of Nursing and Bachelor of Nursing. |
| Recognition | All students enrolled in TAFE NSW may apply for Credit Transfer, Recognition of Prior Learning (RPL) or Articulation arrangements. For more information visit the NSW Education Standards Authority (NESA) website . |
| Course Type | Industry Curriculum Framework |
| Indicative hours | 300 hours over 2 years |
| HSC units and category | 4 Preliminary and/or HSC units in total - Category B status for Australian Tertiary Admission Rank (ATAR). For more information on understanding HSC results visit the NSW Education Standards Authority (NESA) website |
| Qualification Packaging Rules | To achieve this qualification, students must demonstrate competency in 15 units of competency – 7 core units and 8 elective units. |
| Core/HSC Mandatory Units of Competency | <p>CHCCOM005 Communicate and work in health or community services - <i>core</i></p> <p>CHCDIV001 Work with diverse people - <i>core</i></p> <p>HLTAAP001 Recognise healthy body systems - <i>core</i></p> <p>HLTAID003 Provide first aid – <i>HSC mandatory</i></p> <p>HLTINF001 Comply with infection prevention and control policies and procedures - <i>core</i></p> <p>HLTWHS001 Participate in workplace health and safety - <i>core</i></p> <p>HLTAIN001 Assist with nursing care in an acute care environment – <i>HSC mandatory</i></p> <p>BSBMED301 Interpret and apply medical terminology appropriately - <i>core</i></p> <p>BSBWOR301 Organise personal work priorities and development - <i>core</i></p> |
| Elective Units of Competency | <p>CHCCCS002 Assist with movement</p> <p>CHCCCS020 Respond effectively to behaviours of concern</p> <p>CHCCCS026 Transport individuals</p> <p>HLTAIN002 Provide non-client contact support in an acute care environment</p> <p>CHCAGE001 Facilitate the empowerment of older people</p> <p>CHCAGE005 Provide support to people living with dementia</p> <p><i>Electives may vary between delivery sites to meet local demand</i></p> |

| | |
|---|---|
| Work Placement | Students must complete a minimum of 80 hours industry work placement to meet HSC requirements. Under some circumstances, students' part-time work in an appropriate workplace may be used to fulfil work placement requirements. Work placement will be arranged through a Work placement Service Provider. |
| Delivery | The course will be delivered in general purpose classrooms, simulated health learning environments, library and computer rooms. The mode of delivery will include blended delivery, class self-paced learning and on the job training. Proposed delivery at TAFE NSW Cooma, Shellharbour and Wollongong . Schools will be advised when timetables are available. |
| Exclusions | Refer to the NSW Education Standards Authority (NESA) website for information on VET course exclusions |
| Employability Skills | Information on employability skills in Human Services is available on the NESA website . |
| Competency Based Assessment | Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. |
| N Determinations | Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will still count towards an AQF qualification. |
| External Assessment (optional HSC examination) | Students completing this course are eligible to sit a written HSC examination, which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment. |
| Appeals | Students may lodge an appeal about assessment decisions through their VET teacher. |
| Enrolment and Funding | Enrolment and funding arrangements for externally delivered VET courses is provided to students via the school VET Coordinator or Careers Adviser. |
| SBATs | A school-based traineeship is available in this course, for more information visit the: School Based Apprenticeships and Traineeships in NSW website . |
| Support Services | TAFE NSW is committed to helping students reach their goals by providing a wide range of support and services. VET courses are available to all students including those with special education needs. More information is available on the NESA website . For more information on all of our Support Services visit the TAFE NSW Support for Students Website or call 1300 766 123. |
| Additional Information | Students will be provided with a Student Guide and participate in a campus/course induction process prior to course commencement. |

INFORMATION TECHNOLOGY

Information Technology Courses - Goulburn

- *Certificate II in Information Technology*
- *VET in Schools (TVET)*

ICT20115 Certificate II in Information, Digital Media Technology

This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry.

This is a well developed, practical, introductory level IT pre-technician course that covers a wide variety of IT topics including;

- Operating systems
- Computer Hardware
- Networking (Computer networks)
- Applications (software)
- Troubleshooting (problem solving)

This course is the recommended starting point for completing higher level IT courses. The course is an excellent all-round course to gain an understanding of the many different areas of Information Technology.

Students who successfully complete this course are given automatic entry into the Certificate III, IV and Diploma courses in IT, this course provides job-ready pathways into;

- Networking
- WEB Design and
- Game Development

VET IN SCHOOLS (TVET)

While studying for your Higher School Certificate, consider getting a head-start on the road to your future career and pick up important life skills on the way. TVET Courses are a great study option because they may allow you to:

- Complete units that count toward your HSC
- Gain practical skills that will make you job-ready
- Start a nationally recognised TAFE NSW qualification while you do your HSC

Information Technology TVET Course

This course is an introductory level course in Networking and Hardware with students completing topics in operating systems, hardware, networking, applications, troubleshooting and social media.

It is a practical course providing students with skills in networking administration and hardware support.

This course has pathways to Certificate III, IV and Diploma courses in Networking, WEB Design and Games Development.

Guide to NSW School Based Apprenticeships available for study

| Qualification | HSC credit | ATAR Pathway |
|--|------------|--------------|
| Animal Care and Management | | |
| Certificate III Farriery | 4 | No |
| Automotive | | |
| Cert III in Heavy Commercial Vehicle Mechanical Technology | 4 | No |
| Certificate III Automotive Body Repair Technology | 4 | No |
| Certificate III Automotive Refinishing Technology | 4 | No |
| Certificate III in Automotive Electrical Technology | 4 | Yes |
| Certificate III in Light Vehicle Mechanical Technology | 4 | Yes |
| Certificate III Mobile Plant Technology | 4 | No |
| Certificate III Motorcycle Mechanical Technology | 5 | No |
| Baking | | |
| Certificate III Plant Baking | min 4 | No |
| Certificate III Retail Baking (Bread) | min 4 | No |
| Certificate III Retail Baking (Combined) | 4 | No |
| Beauty Therapy | | |
| Certificate IV SBA Beauty Therapy | 4 | No |
| Construction | | |
| Certificate III Bricklaying & Blocklaying | 4 | Yes |
| Certificate III Formwork/Falsework | 4 | Yes |
| Certificate III in Carpentry | 4 | Yes |

Please note that the availability of school-based traineeships is subject to the employer accessing suitable industrial relations arrangements.

| | | |
|---|-------|-----|
| Certificate III in Carpentry and Joinery | 4 | Yes |
| Certificate III Roof Tiling | 4 | Yes |
| Certificate III Shopfitting | 4 | Yes |
| Electrotechnology | | |
| Certificate III Electrician | 4-6 | Yes |
| Certificate III in Air Conditioning and Refrigeration | 5 | No |
| Certificate III in Electrical Fitting | min 4 | Yes |
| Certificate III in Electronics and Communications | min 4 | No |
| Furnishing | | |
| Certificate III Cabinet Making (Kitchens & Bathrooms) | 4 | No |
| Certificate III Furnishing - Upholstery | min 4 | No |
| Certificate III in Cabinet Making (Furniture) | 4 | No |
| Certificate III in Flooring Technology | 4 | No |
| Hairdressing | | |
| Certificate III Hairdressing | 5 | No |
| Certificate III Barbering | 4 | No |
| Horticulture | | |
| Certificate III Horticulture - Sports Turf Management | 2 | No |
| Certificate III Horticulture Landscape Construction | 4 | No |
| Certificate III in Parks and Gardens | 3 | No |
| Hospitality | | |
| Certificate III Hospitality Commercial Cookery | min 4 | Yes |

Please note that the availability of school-based traineeships is subject to the employer accessing suitable industrial relations arrangements.

| Locksmithing | | |
|--|-------|-----|
| Certificate III Locksmithing | min 4 | No |
| Marine | | |
| Certificate III in Marine Mechanical Technology | 4-5 | No |
| Certificate III Marine Craft Construction | 4 | Yes |
| Meat processing | | |
| Certificate III Meat Processing - Retail Butcher | 4 | No |
| Metal & Engineering | | |
| Certificate III Engineering Electrical/Electronic | 4 | Yes |
| Certificate III Engineering - Composite Trades | 4 | Yes |
| Certificate III Engineering - Fabrication Trade | 4 | Yes |
| Certificate III Engineering - Mechanical Trade | min 4 | Yes |
| Certificate III Engineering- Jewellery Manufacture | min 4 | Yes |
| Painting & Decorating | | |
| Certificate III Painting and Decorating | 4 | Yes |
| Plumbing | | |
| Certificate III Plumbing | 5 | No |
| Shopfitting | | |
| Certificate III in Shopfitting | 3 | Yes |
| Signcraft | | |
| Certificate III in Signage | min 4 | No |
| Wall & ceiling lining | | |

| Certificate III in Wall Ceiling Lining | 4 | No |
|--|---|-----|
| Wall & floor tiling | | |
| Certificate III in Wall and Floor tiling | 4 | Yes |

Guide to NSW School Based Traineeships available for study

| Qualification | HSC credit | ATAR Pathway |
|--|------------|--------------|
| Aeroskills | | |
| Certificate II Aeroskills | 5 | No |
| Agriculture | | |
| Certificate II Agriculture | 4 | Yes |
| Certificate II Conservation and Land Management | 4-6 | Yes |
| Certificate II Rural Operations | 4 | Yes |
| Certificate III Agriculture | 4-6 | Yes |
| Certificate III Beekeeping | 5 | No |
| Animal Care & Management | | |
| Certificate II Animal Studies | 4 | No |
| Automotive | | |
| Certificate II Automotive Body Repair Technology | 4 | No |
| Certificate II Automotive Manufacturing Production - Bus/Truck/Trailer | 4 | No |
| Certificate II Automotive Servicing Technology | 4-6 | Yes |
| Aviation | | |
| Certificate II Aviation (Ground Operations and Service) | 4 | No |
| Beauty | | |
| Certificate III Make-up | 5-6 | No |
| Certificate III Nail Technology | 4-5 | No |
| Certificate III Retail Cosmetics | 4 | No |

Please note that the availability of school-based traineeships is subject to the employer accessing suitable industrial relations arrangements.

| Business Services | | |
|--|-------|-----|
| Certificate II Business | 4 | Yes |
| Certificate III Business Administration | min 5 | Yes |
| Certificate III Business Administration (Medical) | 4 | No |
| Certificate III Business Services | min 5 | Yes |
| Construction | | |
| Certificate II Civil Construction | 4 | No |
| Certificate II Construction | 4 | Yes |
| Certificate II Construction Pathways | 4 | Yes |
| Disability | | |
| Certificate III Individual Support (Disability) | 4 - 6 | No |
| Education | | |
| Certificate III Early Childhood Education and Care | 8 | No |
| Certificate III Education Support | 7 | No |
| Certificate IV School Age Education and Care | 8 | No |
| Electrotechnology | | |
| Certificate II Electrotechnology - Career Start | min 4 | Yes |
| Engineering | | |
| Certificate II Engineering | 5-6 | Yes |
| Entertainment | | |
| Certificate III Live Production and Services | 4 | Yes |
| Fashion Technology | | |

Please note that the availability of school-based traineeships is subject to the employer accessing suitable industrial relations arrangements.

| | | |
|---|-------|-----|
| Certificate II Applied Fashion Design and Technology | 4 | No |
| Financial Services | | |
| Certificate III Accounts Administration | 5 | Yes |
| Certificate III Financial Services | 4 | Yes |
| Floristry | | |
| Certificate II Floristry (Assistant) | 4 | No |
| Forestry | | |
| Certificate II Forest and Forest Products (Sawmilling and Processing) | 4 | No |
| Furnishing | | |
| Certificate II Furniture Making | 4 | No |
| Hairdressing | | |
| Certificate II Salon Assistant | 3 | No |
| Health Services | | |
| Certificate II Health Services - Aboriginal and Torres Strait Islander Health | 4 | No |
| Certificate III Health Services - Allied Health Assistance | 4 - 6 | Yes |
| Certificate III Health Services - Health Services Assistance | 4 - 6 | Yes |
| Certificate III in Individual Support (Ageing) | 6 | Yes |
| Certificate III Individual Support (Disability) | 6 | Yes |
| Horticulture | | |
| Certificate II Horticulture | 4 | Yes |
| Hospitality | | |
| Certificate II Hospitality | 4 | Yes |

Please note that the availability of school-based traineeships is subject to the employer accessing suitable industrial relations arrangements.

| | | |
|--|-------|-----|
| Certificate II Hospitality (Kitchen Operations) | 5-6 | Yes |
| Information Technology | | |
| Certificate III - Information, Digital Media and Technology | 5 | Yes |
| Meat Processing | | |
| Certificate II Meat Processing - Abattoirs | 4 | No |
| Media | | |
| Media - Certificate III | TBA | No |
| Music Industry | | |
| Certificate II Music | 3 | No |
| Property Services | | |
| Certificate III Property Services (Agency) | min 4 | No |
| Racing (Stablehand) | | |
| Certificate II Racing (Stablehand) | 5 | No |
| Retail | | |
| Certificate II Retail Services | 3 | No |
| Certificate II Community Pharmacy | 5-6 | Yes |
| Certificate III Retail | 4 | Yes |
| Sport & Recreation | | |
| Certificate II Outdoor Recreation | 4 | No |
| Certificate II Sport and Recreation | 4 | No |
| Certificate III Fitness | 4 - 6 | No |
| Certificate III Sport, Fitness and Recreation (Sport Coaching) | TBA | No |

Please note that the availability of school-based traineeships is subject to the employer accessing suitable industrial relations arrangements.

| Surveying | | |
|---|-------|-----|
| Certificate III Surveying and Spatial Information Services | TBA | No |
| Tourism | | |
| Certificate II Tourism | 2 - 3 | No |
| Certificate III Tourism | 4 | Yes |
| Transport & Logistics / Transport & Distribution | | |
| Certificate II Warehousing Operations | 4 | No |
| Water Industry Operations | | |
| Certificate II Water Operations | 4 | No |

Please note that the availability of school-based traineeships is subject to the employer accessing suitable industrial relations arrangements.

Information for Parents and Carers

This document provides you with information to support you as a parent or carer of a young person starting a school based apprenticeship or traineeship.

Further information will be provided during the sign-up of the school based apprenticeship or traineeship Training Contract and Training Plan.

Overview

Apprenticeships and traineeships are employment based training arrangements approved in NSW under the Apprenticeship and Traineeship Act 2001.

School based apprenticeships and traineeships allow employers to take on school students as part-time apprentices and trainees while they are studying for the Higher School Certificate. They also enable students to attain a nationally recognised Vocational Education and Training qualification as well as their Higher School Certificate and gain valuable work skills and experience through paid employment.

The employment undertaken by the school based apprentice or trainee forms part of the training contract entered into by the student with the employer (and the parent or carer when the student is under 18).

The student's school is not a party to that contract but releases the student to complete the employment and training requirements of the contract that occur during term time.

In some cases the school may deliver or facilitate the delivery of the off the job (formal) training component of the apprenticeship or traineeship. In other cases, TAFE NSW or another registered training organisation will deliver the training.

An on-going employment and training relationship will exist between the student, the employer and the registered training organisation for the entire term of the student's apprenticeship or traineeship.

What are parents and carers asked to do to help set up a school based apprenticeship or traineeship?

The Department requests parents and carers to:

- help their young person fill in the Application to Establish a School Based Apprenticeship or Traineeship, including the Student Needs Assessment section with input from the student. You should provide information about any needs of the young person that relate to their safety and participation in the workplace
- sign the Parent/Carer Declaration on the application form
- agree to be the emergency contact for the student while they are in the workplace or ensure another trusted and reliable adult takes on that role
- be aware of the purpose of the Department's SBAT Incident Report and how it should be used
- ensure that their child can safely manage their travelling arrangements to and from their place of employment and their formal training site
- sign the training contract and training plan if the student is under 18 years

Useful contacts

For specialist advice about the operation of school based apprenticeships and traineeships in your area, including employers offering these opportunities, contact your local State Training Centre on 13 28 11. State Training Centres support school based apprenticeships and traineeships and work closely at the local level with other people including the Department's Regional Vocational Education Consultant referred to below.

For further information:

- about school based apprenticeships and traineeships in NSW, including contact details for School Based Apprenticeship and Traineeship Coordinators visit www.sbatinnsw.info
- about apprenticeships and traineeships in NSW, including school based apprenticeships and traineeships, visit www.skilling.nsw.gov.au
- about the contact details of Australian Apprenticeships Centres, and their locations, visit www.newapprenticeships.gov.au
- on workplace safety and workers compensation matters, contact WorkCover NSW on 02 4321 5000 or the WorkCover Assistance Service on 13 10 50 or visit www.workcover.nsw.gov.au.

1. Who is responsible for the safety and welfare of a school based apprentice or trainee while at the workplace and still attending school?

The simple answer is that the employer, the school, the parent or carer, the registered training organisation and the student all need to work together to support the safety and welfare of the school based apprentice or trainee.

The employer of the school based apprentice or trainee has the main responsibility for the day to day safety and well-being of the school student while they are at work.

The NSW Department of Education and Training has a duty of care to students when they undertake a school based apprenticeship or traineeship. For this reason, the school Principal, or their nominee needs to be assured of the conscientious efforts of the employer to see that the proposed workplace and activities to be undertaken by the student do not put the student's safety or welfare at risk.

The parent or carer of the potential school based apprentice or trainee is asked to disclose the employer relevant information that will assist the employer to maintain the safety and well-being of the student at the workplace.

For many young people their school based apprenticeship or traineeship will be their first experience in long term employment in an adult working environment. Parental support, particularly in the early stages, will increase the likelihood of their success.

2. What is required of their employer?

The employer is required to respond to the Employer Questionnaire and Checklist that relates to the workplace and activities that the school based apprentice or trainee will be undertaking.

The employer is required to make any adjustments to the workplace that are required and implement strategies to support the student's needs in the workplace.

In addition, all employers have legal obligations under the Commission for Children and Young People Act (NSW) 1998 in relation to alleged employee misconduct of a child protection nature against a young person. The Department expects all employers of school based apprentices or trainees to make themselves aware of and comply with the obligations of employers under this Act.

3. What information must the parent/carer provide?

In some cases, a young person may have individual needs that may affect their safety or supervision in the workplace. These needs may include a disability, medical condition, allergy, learning need or behavioural challenge.

It is a requirement that the Student Needs Assessment information be provided by the parent/carer in consultation with the student. Where the school based apprentice or trainee is living independently or is over 18, the young person can complete the Student Needs Assessment.

Information provided by the parent about a student's individual needs helps the employer to ensure that the needs of the young person can be appropriately supported for the duration of their apprenticeship or traineeship.

The student's welfare and safety at the workplace and that of their fellow workers is best served by complete and honest disclosure of any needs that they may have. Provision of this information also supports the employer to meet their legislative responsibilities for safety in the workplace.

Employers will be encouraged to contact the student's parent or carer directly to discuss any issues when planning appropriate work activities and workplace supervision for the student.

If the information provided in the Student Needs Assessment section does not reflect the school's knowledge of the student's needs, the Principal or his/her nominee will contact the student's parent/carer to discuss the matter. The Principal will not be able to progress the student's Application to Establish a School Based Apprenticeship or Traineeship to the next stage unless all relevant needs are disclosed.

4. Who does the school based apprentice or trainee contact in the event of an incident or concern?

The employer or workplace supervisor of the school based apprentice or trainee has a legal responsibility to deal with safety and welfare issues that may arise in the workplace. It is expected that they will deal promptly with matters raised by the school based apprentice or trainee.

If an allegation of a child protection nature or other concern affecting the welfare of the student is identified by the apprentice or trainee or their parent or carer, parents and carers are advised to immediately contact the school.

As a general rule, if a young person has a concern or an incident occurs in relation to their safety or welfare during their apprenticeship or traineeship but they do not feel they can report this to their supervisor or employer, the student or their parent or carer is asked to contact the school. The concern must also be recorded on the SBAT Notification Form and provided to the State Training Centre.

5. What are the obligations of the school based apprentice or trainee?

As a school based apprentice or trainee your young person is required to:

- inform their school and employer and school as soon as possible if they are not able to attend work or training through, for example, illness
- inform their school and supervisor in the workplace promptly of any injury, accident, incident or concern that may occur
- advise the school immediately if the student has had an injury and requires time away from work and/or training
- advise their school immediately if they have concerns relating to safety matters not dealt with in the workplace

6. What are the employer's obligations?

Employers and their staff supervising school based apprentices or trainees must:

- provide a safe and positive environment compliant with the NSW Occupational Health and Safety Act 2000 and relevant anti-discrimination and Equal Employment Opportunity legislation
- provide on-the-job training to apprentices and trainees under supervision of a capable and trustworthy employee briefed for the task
- identify areas of potential risk and implement strategies to eliminate or minimise risk associated with the work undertaken by apprentices and trainees
- provide appropriate information, instruction, training and on-going supervision to ensure the safety of apprentices and trainees
- provide a workplace induction including relevant safety matters to orientate apprentices and trainees at the beginning of their apprenticeship or traineeship
- provide personal protective equipment (PPE) where required and appropriate training prior to its use
- ensure that any special needs, particularly those relating to a disability, are appropriately supported in the workplace
- follow up any incidents of unacceptable conduct, risks to safety or welfare, or risk of harm to the apprentice or trainee as required by law
- be aware of the purpose of the Department's Incident Report and process for follow-up of concerns.

7. What insurance arrangements apply to school based apprentices and trainees?

School based apprentices and trainees are employees of the employer specified in the apprentice or trainee's training contract, and as such the insurances of the employer apply to the apprentice or trainee.

School based apprentices and trainees must be covered under their employer's property, public liability and workers compensation insurance arrangements for the duration of their training contract. Where the employer's business is registered in another state or territory but the apprentice or trainee is undertaking the employment in NSW, the employer must take out NSW workers compensation coverage.

Employers are required to declare to the Department prior to commencement of the school based apprenticeship or traineeship that they have the appropriate insurance coverage in place.

Parents and carers are advised that claims for employment related injury, loss or damage either suffered or caused by their young person as an apprentice or trainee should be forwarded to their young person's employer.

Parents and carers are also advised that the NSW Department of Education and Training:

- (1) will not indemnify the employer for any claims made by school based apprentices or trainees for compensation for any injury that they sustain whilst working for the employer
- (2) will not indemnify the employer for any claims made against the employer in respect of property damage or personal injury caused by a school-based apprentice or trainee in their employ
- (3) will not be liable for any claims made by the employer in respect of property damage or personal injury caused by a school based apprentice or trainee in their employ.

HSC MINIMUM STANDARD

FACT SHEET

You need reading, writing and maths skills to be successful in everyday life after school. That's why you're required to show a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC) from 2020.

To check you have the basics right, you need to sit short **online tests of reading, writing and maths for everyday life**.

You get two chances a year to pass each of the tests from Year 10 until a few years after the HSC. Your school will help you decide when you are ready to take each test.

If you pass the online tests of basic reading, writing and numeracy skills you will show you've met the HSC minimum standard.



HOW IS THE STANDARD SET?

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

- ✓ Following safety instructions in equipment manuals
- ✓ Understanding a mobile phone plan
- ✓ Writing a job application
- ✓ Creating a personal weekly budget.

The HSC minimum standard is part of a plan to ensure students have essential literacy and numeracy skills.

TIMETABLE

I WILL COMPLETE THE HSC IN 2019

You do not need to meet the HSC minimum standard or pass the online tests to receive the HSC.

I WILL COMPLETE THE HSC IN 2020

You need to meet the HSC minimum standard to receive the HSC. To show you meet the standard you need to:

- pass the online reading test or have achieved Band 8 or above in reading in Year 9 NAPLAN in 2017 **AND**
- pass the online writing test or have achieved Band 8 or above in writing in Year 9 NAPLAN in 2017 **AND**
- pass the online numeracy test or have achieved Band 8 or above in numeracy in Year 9 NAPLAN in 2017.

I WILL COMPLETE THE HSC IN 2021 OR LATER

You need to meet the HSC minimum standard to receive the HSC. To show you meet the standard you need to:

- pass the online reading test **AND**
- pass the online writing test **AND**
- pass the online numeracy test.



STUDENTS WITH DISABILITIES

Some students with disabilities will be eligible for extra provisions for the minimum standard online tests, or be exempt from meeting the HSC minimum standard in order to receive their HSC.

STAY UP TO DATE

NSW Education Standards Authority



educationstandards.nsw.edu.au/



HSCminimumstandard @NewsAtNESA



Notes

A series of horizontal dotted lines for writing notes.



Education

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