

Yass High School



SENIOR COURSE INFORMATION 2021

Introduction

Year 10 to Year 11 and 12.....	2
Choosing the right HSC course of study	3

Higher School Certificate Courses

English Advanced.....	4
English Extension	6
English Standard	8
English Studies	10

Board Developed Courses (BDC)

Agriculture.....	13
Ancient History.....	14
Biology	15
Business Studies	16
Chemistry.....	17
Community and Family Studies	18
Engineering Studies.....	19
Food Technology	20
Geography.....	21
Industrial Technology – Timber	22
Legal Studies	23
Mathematics Advanced	24
Mathematics Extension	25
Mathematics Standard 1 Pathway.....	26
Mathematics Standard 2 Pathway.....	27
Modern History	28
Music 1.....	29
Personal Development, Health and Physical Education	30
Physics.....	31
Science – Investigating Science.....	32
Society and Culture	33
Software Design and Development	34
Textiles and Design	35
Visual Arts.....	36

Vocational Educational Training (VET) Courses Curriculum Frameworks (BDC)

Agriculture (240 indicative hours).....	38
Construction (240 indicative hours)	39
Engineering (240 indicative hours).....	40
Hospitality (240 indicative hours).....	41
Information, Digital Media and Technology	42
Cert II Kitchen Operations (Hospitality) (240 indicative hours).....	43
Live Production and Services (Entertainment) (310 indicative hours)	44

Board Endorsed Courses (BEC)

Photography, Video and Digital Imaging	48
Sport, Lifestyle and Recreation Studies	49
Visual Design.....	50

Year 12 only subjects

English Extension 2	52
History Extension.....	53
Mathematics Extension 2.....	54

TVET - TAFE while at school	55
--	----

SBAT- School Based Apprenticeships	56-63
---	-------

Minimum Standards-NESA	64
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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) ♦ Hospitality (VET) ♦ Information Technology (VET) ♦ Metal and Engineering (VET) ♦ Primary Industries (VET) ♦ Photography, Video and Digital Imaging (BEC) ♦ 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	Mathematics Advanced	2
Ancient History	2	Mathematics Extension 1 **	1
Biology **	2	Mathematics Standard 1 Pathway	2
Business Studies	2	Mathematics Standard 2	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
Industrial Technology – Timber	2	Textiles and Design	2
Legal Studies	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*

***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

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

Course Fee: \$10 per year

Engineering Studies

***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

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.

External Assessment

A three-hour written examination

Course Fee: Year 11- \$80 for resource pack

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

This course provides students with the opportunity to develop broad knowledge and understanding about nutrition, diet and health in Australia, food availability and selection. Students investigate the Australian Food Industry, the production, processing, packaging, storage and distribution of food and the marketing of food products. Practical skills in developing, experimenting, planning, preparing and presenting food are integrated throughout the course.

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

Course Fee:

Year 11- \$80 per year

Year 12- \$60 per year

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

Industrial Technology – Timber*

***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

Industrial Technology at Stage 6 is designed to develop in students a knowledge and understanding of the Timber Products and Furniture industries and their related technologies with an emphasis on design, management and production through practical applications.

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

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

Year 11 (Preliminary)

- Industry Study 15%
- Design 10%
- Management and Communication 20%
- Production 40%
- Industry Related Manufacturing Technology 15%

Year 12 (HSC)

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

This subject includes the production of a major project in timber to be completed during the HSC course. This project forms 60% of the external (HSC) assessment of the course and is externally marked (usually around August). This project is largely funded by the student and requires full documentation of the planning and production phases.

External Assessment: HSC Course Only

1.5-hour examinations 40%

Major project and folio 60%

Course Fee:

Year 11- \$140

Year 12- Cost of timber and other resources for HSC major project

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
- Shelter
- 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 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: Networks

- Networks & Paths

Topic: Measurement

- Right-angled Triangles
- Rates
- Scale Drawings

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.

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: 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

Topic: Algebra

- Types of Relationships

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

Course Fee: \$20 per year

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

Course Fee: \$10 per year

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

Software Design and Development

***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

This subject is a computer based subject with a focus on programming and software development. Software design and development refers to the creativity, knowledge, values and communication skills required to develop computer programs. The subject provides students with a systematic approach to problem-solving, an opportunity to be creative, excellent career prospects and interesting content. Students enrolling in this course will investigate and design programs using a range of programming languages and development approaches.

Year 11 (Preliminary)

Students undertake 3 modules

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

Year 12 (HSC)

Students study 4 modules including one option.

Development and Impact of Software Solution	15%
▪ Social and ethical issues	
▪ Application of software development approaches	
Software Development Cycle	40%
▪ Defining and understanding the problem	
▪ Planning and designing software solutions	
▪ Implementing software solutions	
▪ Testing and evaluating software solutions	
▪ Maintaining software solutions	
Developing a Solution Package	25%
Options	20%
▪ Study one of the following options:	
– Programming paradigms	
– The interrelationship between software and hardware	

External Assessment: HSC Course Only

A three-hour written examination

Course Fee: \$40

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.

Course Fee: \$70 per year

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

Course Fee: \$60 per year

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
Agriculture	2
Construction Pathways	2
Engineering	2
Hospitality	2
Information, Digital Media and Technology	2
Cert II Kitchen Operations (Hospitality)	2
Live Production and services (Entertainment)	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 General Induction Training (GIT or White Card) - There will be a fee for this qualification and it is required **before** going on work placement

 NSW Education Wagga Wagga RTO 90333
<h2>AHC20116 Certificate II in Agriculture</h2> <p>Entry Requirements: Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy, numeracy suitability of a student for this course.</p>
<p>Course: Primary Industries (240 indicative hours) 4 Preliminary and/or HSC units in total Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR) Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.</p>
<p>Course Description This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides an entry level occupational outcome in agriculture. Students will be able to gain skills and knowledge in a range of activities and functions in the production and care of livestock and/or plants, safety, maintaining and using equipment such as tractors, chemical use, interpreting weather and sustainability. Skills gained in this industry transfer to other industries. Job roles and titles vary across different industry sectors. Possible occupations in this industry include farm or station hand/labourer, shearer, livestock breeder/attendant/ stockperson, horticultural assistant and farmer/farm manager.</p>
<p>Core Units of Competency</p> <ul style="list-style-type: none"> • AHCWHS201 Participate in WHS processes • AHCVRK209 Participate in environmentally sustainable work practices • AHCWRK204 Work effectively in the industry
<p>Elective Units of Competency</p> <ul style="list-style-type: none"> • AHCVRK201 Observe and report on weather • AHCHM201 Apply chemicals under supervision • AHCPMG201 Treat weeds • ACHWRK205 Participate in workplace communications <p>Healthy Livestock</p> <ul style="list-style-type: none"> • AHCLSK202 Care for health and welfare of livestock • AHCLSK205 Handle livestock using basic techniques • AHCLSK206 Identify and mark livestock • AHCLSK204 Carry out regular livestock observations • AHCMOM202 Operate tractors • AHCMOM304 Operate machinery and equipment • AHCBIO201 Inspect and clean machinery for plant, animal and soil • AHCLSK211 Provide feed for livestock • AHCLSK209 Monitor water supplies • AHCINF202 Install, maintain and repair farm fencing • AHCINF201 Carry out basic electric fencing operations
<p>Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.</p>
<p>Qualifications Students who are assessed as competent in the above units of competency will be eligible for AHC20116 Certificate II in Agriculture. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards AHC20116 Certificate II in Agriculture.</p>
<p>Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency. N Determinations: Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification. External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification. Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.</p>
<p>Resources costs: \$100 Discuss payment options with your trainer Refund Arrangements: on a pro-rata basis Delivery Arrangements: as per the timetable</p>

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

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



CPC20211 Certificate II in Construction Pathways

Entry Requirements:

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

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

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

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

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

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

Core Units of Competency

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

Elective Units of Competency

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

Option 1

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

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

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

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

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

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

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

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

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

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

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: as per timetable

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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



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

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.
Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

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

Course Description

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

Core Units of Competency

- MEM13015 Work safely and effectively in manufacturing and engineering (MEM10119)
- MEMPE006A Undertake a basic engineering project (MEM20413)
- MEMPE004A Develop a career plan for the engineering and manufacturing industry (MEM20413)

Elective Units of Competency

- MEM16006 Organise and communicate information (MEM10119)
- MEM11011 Undertake manual handling (MEM10119)
- MEM18001 Use hand tools (MEM10119)
- MEM18002 Use power tools/handheld operations (MEM10119)
- MEM12024 Perform computations (MEM10119)
- MEM16008 Interact with computer technology (MEM10119)
- MEM07032 Use workshop machines for basic operations (MEM10119)
- MEM07024 Operate and monitor machine processes (optional-MEM10119)
- MEM07028 Operate computer controlled machines and processes (optional-MEM10119)
- MEMPE001A Use engineering workshop machines (MEM20413)
- MEMPE002A Use electric welding machines (MEM20413)
- MEMPE004A Use fabrication equipment (MEM20413)

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.
Support services may be available to meet needs of individual students.

Qualifications

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

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

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

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

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

Resources costs: \$120 Discuss payment options with your trainer

Students must provide their own welding helmets.

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: regular timetabled classes

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

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



SIT20316 Certificate II in Hospitality

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. Students work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.

This qualification provides a pathway to work in various hospitality settings including restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.

Core Units of Competency

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

Elective Units of Competency

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

This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for SIT20316 Certificate II in Hospitality. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20316 Certificate II in Hospitality. Portfolios of evidence are required in some units of competency in this course.

Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not 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 count towards an Australian Qualifications Framework (AQF) qualification.

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

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

Resource costs: \$120 per year plus uniform (approx. \$60) Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: via timetabled lessons

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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



ICT30118 - Certificate III in Information, Digital Media and Technology

Entry Requirements:

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

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

Course: Information and Digital Technology

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

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

Qualification: Statement of Attainment towards Certificate III in Information, Digital Media and Technology (240 indicative hours) 4 Preliminary and/or HSC units in total.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies. Possible job titles: help desk officer/assistant, ICT operations support, ICT user support, PC support, and technical support.

Core Units of Competency

- BSBWHS304 Participate effectively in WHS communication and consultation processes
- ICTICT202 Work and communicate effectively in an ICT environment
- ICTICT301 Create user documentation
- ICTICT302 Install and optimise operating system software
- ICTSAS308 Run standard diagnostic tests
- BSBSUS401 Implement and monitor environmentally sustainable work practices

Elective Units of Competency

- ICTWEB201 Use social media tools for collaboration and engagement
- ICTWEB303 Produce digital images for the web

Option 1 Web and software applications stream

- ICTICT203 Operate application software packages
- ICTICT308 Use advanced features of computer applications
- ICTWEB302 Build simple websites using commercial programs

or

Option 3 Networking and hardware stream

- ICTSAS307 Install, configure and secure a small office or home office network
- ICTICT303 Connect internal hardware components
- ICTSAS305 Provide ICT advice to clients.

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

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

Qualifications

Statement of Attainment towards the ICT30118 Certificate III in Information, Digital Media and Technology Students who achieve at least one unit of competency will be eligible for a Statement of Attainment towards the ICT30118 Certificate III in Information, Digital Media and Technology

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

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

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

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

Resource costs: \$30 Discuss payment options with your trainer


Refund Arrangements: on a pro-rata basis

Delivery Arrangements: as per timetable

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

 <p>NSW Education Wagga Wagga RTO 90333</p>
<h2>SIT20416 Certificate II in Kitchen Operations</h2> <p>Entry Requirements: Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be assessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.</p>
<p>Course: Hospitality (240 indicative hours) 4 Preliminary and/or HSC units in total Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR) Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.</p>
<p>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 commercial cookery including work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care, hospitals, prisons, schools. Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.</p>
<p>Core Units of Competency</p> <ul style="list-style-type: none"> • 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 • SITXFA001 Use hygienic practices for food safety • SITXINV002 Maintain the quality of perishable items • SITXWHS001 Participate in safe work practices
<p>Elective Units of Competency</p> <ul style="list-style-type: none"> • SITHIND002 Source & use information on the hospitality industry • SITXFA002 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 <p>This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).</p>
<p>Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.</p>
<p>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 and achieve at least one unit of competency 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.</p>
<p>Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. N Determinations: Where a student has not met the NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification. External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification. Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.</p>
<p>Resource costs: \$180 per year + chef uniform (approx. \$80) Discuss payment options with your trainer Refund Arrangements: on a pro-rata basis</p>
<p>Delivery Arrangements: via school timetable</p>
<p>Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.</p>
<p>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://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet</p>



CUA30415 Certificate III in Live Production and Services

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Entertainment Industry

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

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

Qualification: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services (240 indicative hours)
4 Preliminary and/or HSC units in total.

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 operating 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.

Statement of Attainment towards CUA30415 Certificate III in Live Production and Services (240 hour course)

- CPCCOHS1001A Work Safely in the construction industry
- CUAIND301 Work effectively in the creative arts industry
- CUAWHS302 Apply work health and safety practices
- BSBWOR301 Organise personal work priorities & development
- SITXCCS006 Provide service to customers
- CUVPRP30A Participate in collaborative creative projects
- CUALGT301 Operate basic lighting
- CUASOU301 Undertake live audio operations
- CUAVSS302 Operate vision systems
- CUASMT301 Work effectively backstage during performances
- CUASTA202 Assist with bump in and bump out of shows
- CUASTA301 Assist with production operations for live performance

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet the needs of individual student.

Qualifications

Statement of Attainment towards CUA30415 Certificate III in Live Production and Services

Students who undertake the 240 hour course and achieve at least one unit of competency will be eligible for a Statement of Attainment towards Certificate III in Live Production and Services for all competencies.

This qualification is part of the Creative Arts and Culture: CUA v2 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 of competency.

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

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

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

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

Resources costs: \$100 + uniform costs Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: as per timetable

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

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

The following document provides important information about Vocational Education and Training (VET) courses delivered by Wagga Wagga Registered Training Organisation (RTO) 90333.

General

VET courses offer dual accreditation: students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and will also receive a nationally recognised industry based qualification.

Framework and Non Framework Courses

VET courses are generally broken into two groups, Industry Curriculum Framework (ICF) courses and Board Endorsed Courses (BEC). Both groups will provide units of credit towards the students HSC. Similarly both groups will give students access to a nationally recognised qualification.

Industry Curriculum Framework courses are category B subjects for the purpose of calculating an Australian Tertiary Admission Rank (ATAR). The ATAR is the main method of determining university admission for students seeking university admission at the end of year 12.

Note: Students must complete a 240 hour Industry Curriculum Framework Course to sit the optional HSC examination.

Only ONE Category B course may be used towards the student's ATAR.

Board Endorsed Courses cannot be used towards the ATAR.

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

Assessment Procedures

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

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

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

Optional External HSC Examination

Industry Curriculum Framework courses have an optional external HSC exam for students wishing to include their mark in the calculation of the ATAR. Students who sit for the optional HSC exam will have an estimate mark submitted to the NSW Education Standards (NESA) by the school. This estimate mark will only be used in the event of a claim of misadventure.

Student Selection, enrolment and induction procedures

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

A course induction will be delivered by course trainers at the beginning of the each course. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures, assessment procedures, information regarding student rights and responsibilities, and a student declaration to be signed by the student to confirm that they have completed the induction as part of their enrolment procedures.

Fees and charges

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

Students having difficulty in making payments may be able access the Student Assistance Scheme. See your student adviser for details as to how this fund can be accessed.

Freedom of Information and Privacy

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

Credit Transfer and Recognition of Prior Learning (RPL)

Credit transfer is available to students who produce evidence of achievement of competency from another RTO. RPL may also be available to students who can provide sufficient evidence of skills attained previously. Students seeking RPL should follow the RPL procedures outlined in the RTO Student Guide.

Work Placement

Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction.

School Based Apprenticeships and Traineeships (SBATs)

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

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

Becoming a School Based Apprentice or Trainee

Students must first find an employer prepared to take them on as a school based apprentice or trainee. Once an offer of employment has been made, students must contact the SBAT Contact Person in their school. This is usually the Careers Adviser. The SBAT Contact Person will then commence the process to seek approval to establish a SBAT.

Students wanting to find out more information regarding SBATs should contact the school's Careers Adviser. The following website is also a key source of information regarding SBATs:

www.sbatnsw.info

Unique Student Identifier

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

The USI provides easy access to all VET training records and results throughout your life. You can access your USI account online. You must keep your USI safe and ready to use for further enrolments in VET training.

Smart and Skilled

Smart and Skilled was implemented with an entitlement to government subsidised training commencing January 1, 2015. Qualifications achieved at school do not impact on this entitlement post school.

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
Photography, Video and Digital Imaging	2	Visual Design	2
Sport, Lifestyle & Recreation Studies	2	Work Studies	2

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.

Work Health and Safety issues are mandatory aspects of this course

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.

Course Fee: \$50 per year

Sport, Lifestyle and Recreation Studies

****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

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.

Course Fee: \$15 per year

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
- Textiles
- Accessories

Product Design

- Packaging
- Furniture
- Industrial

Interior/Exterior Design

- Structures
- Environments
- Stage sets
- Props
- Interiors

Work Health and Safety issues are mandatory aspects of this course.

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.

Work Studies

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

There are 11 elective modules over two years which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours, and can include:

- Preparing job applications
- Workplace communication
- Personal finance
- Experiencing work
- Workplace communication

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

The Work Studies course will assist students to:

- Recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- Develop an understanding of the changing nature of work and the implications for individuals and society
- Undertake work placement to allow for the development of specific job-related skills
- Acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- Develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace

Assessment

There is no external HSC examination

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

Corequisite

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.

TVET- TAFE while at school
SBAT-School Based Apprenticeships & Traineeships

TVET

Please see your careers adviser for information about these courses.

TAFE courses change annually and are demand driven.

The course lists are usually distributed later in each preceding year. Courses could include for example:
Animal Studies- Goulburn TAFE and Early Childhood Education and Care- OTEN

SBAT

The list of NSW SBAT is comprehensive but only available if an employer is willing to take on a school based apprentice or trainee.

Both TAFE courses and SBAT can be included as part of a student's pattern of study that contributes to their HSC qualification.

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.

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

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Education

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