



Keira High School Stage 6 Handbook Years 11 - -12 2024 - 2025



Keira High School

Great traditions, a confident future.

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The Higher School Certificate Curriculum

The standards-based Higher School Certificate (HSC) offers syllabuses that set clear expectations of what students must learn and measures student performance against set standards. A student's mark in each course is reported against descriptive performance bands that show what the student knows, understands and can do.

Subjects

A subject is the general name given to an area of study; a subject may offer one or more courses. There is a wide variety of subjects to choose from for the Higher School Certificate, with a large range of both Board Developed Courses and Board Endorsed Courses.

Types of courses

There are two broad categories of courses: Board Developed Courses and Board Endorsed Courses.

Board Developed Courses (BDC)

Board

Developed Courses are the courses for which the NSW Educational Standards Authority (NESA) develops a syllabus, setting out the objectives, outcomes, structure and content. The Board also develops Higher School Certificate examinations for most of these courses.

In addition, the Board develops course and assessment requirements, specimen examination papers, marking guidelines and performance scales for these courses for distribution to all schools.

Most Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses (BEC)

There are two types of Board Endorsed Courses offered at Keira High School:

1. *School Developed Courses*: These are courses developed by individual schools in response to local interest or need that have been endorsed by the Board.
2. *Content Endorsed Courses (CECs)*: These courses have syllabuses endorsed by the NESA to cater for areas of special interest not covered in Board Developed Courses. They fall into two categories: general CECs and VET CECs including many delivered by TAFE.

Board Endorsed Courses count towards the Higher School Certificate and are listed on your Record of School Achievement. There is no external examination for Board Endorsed Courses. Assessment is school based.

However, Board Endorsed Courses do not count towards the calculation of an ATAR.

Units of study

Most courses offered for the Higher School Certificate have a 2 unit Preliminary and a 2 unit HSC component. Each unit requires approximately 60 hours of classroom study per year.

VET courses are not divided into HSC and Preliminary components and may be counted as Preliminary or HSC courses. However, only VET courses of at least 120 hours duration will be accredited for the Higher School Certificate.

Some Board Endorsed Courses and most HSC extension courses are offered as 1 unit courses.

At Keira High School, extension study is available in English, Mathematics, History and Science. Extension courses build on the content of the 2 unit course and require students to study beyond the 2 unit course.

Study requirements

English is the only compulsory Higher School Certificate subject.

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least 12 units in your Preliminary study pattern and at least 10 units in your HSC study pattern.

Both study patterns must include:

- at least six units of Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of 2 unit value or greater
- at least four subjects.

You may not count more than six units of Science courses towards the minimum 12 Preliminary units or 10 HSC units required for the award of the Higher School Certificate.

Vocational Education and Training

Vocational Education and Training (VET) curriculum frameworks are Board Developed Courses that allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) VET accreditation.

VET AQF qualifications are recognised by industry and employers throughout Australia. These courses require you to spend a minimum number of hours in the workplace. You receive an AQF Certificate or Statement of Attainment that reports the competencies you have achieved. Some of these courses can be studied at school while others can be studied at TAFE institutes or with other training providers.

Board Developed VET Courses are available in eight industry frameworks:

- Automotive
- Business Services
- Construction
- Electro Technology
- Entertainment Industry
- Financial Services
- Hospitality
- Human Services
- Information and Digital Technology
- Metal and Engineering
- Primary Industries
- Tourism, Travel and Events

Each framework is made up of combinations of units of competency contained in national Training Packages. Each industry framework identifies the units of competency, which make up 120 and 240 hour courses for the HSC in that industry and any extension or other courses that are available.

Students who undertake the optional written HSC examination of the 240 hour VET courses may have the result for that course included in the calculation of their ATAR.

You can study other VET courses in industries where there is no industry framework. These courses include:

- Content Endorsed Courses (CECs)
- Board Developed, TAFE Delivered VET courses
- TAFE Delivered VET CECs in many industry areas
- Locally designed VET courses endorsed by NESAs.

Students with special education needs

Students with special education needs are able to access the HSC using a combination of:

- Board Developed Life Skills Courses and/or
- Board Developed Courses and/or
- Board Endorsed Courses (including Content Endorsed Courses).

Life Skills Courses for Stage 6

- Citizenship and Society Life Skills
- Creative Arts Life Skills
- English Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Science Life Skills
- Technological and Applied Studies Life Skills
- Work and the Community Life Skills.

The enrolment of a student in Life Skills Courses for the HSC is the result of an individual transition planning process developed by the school that addresses how the student's study will contribute to his or her transition from school to adult life. This transition is achieved through a process of ongoing planning involving the student and all those concerned with his or her education and welfare.

Students with special needs must meet all eligibility and pattern of study requirements for the HSC.

Keira High School Course List for 2024

Board Developed Courses

The list below contains Board Developed Courses (listed alphabetically), available to be studied at Keira for the Higher School Certificate. All courses are of 2 unit value except for some VET courses and extension courses that are usually of 1 unit value.

Aboriginal Studies	Legal Studies
Ancient History	Mathematics Advanced– Year 11
Biology	Mathematics Standard – Year 11
Business Studies	Mathematics Extension 1 – Year 11
Chemistry	Mathematics Standard 2 – Year 12
Community and Family Studies	Mathematics – Year 12
Design and Technology	Mathematics Extension 1 – Year 12
Drama	Mathematics Extension 2 – Year 12
English Advanced	Modern History
English EAL/D	Music
English Standard	Personal Development, Health and Physical Education
English Extension (Preliminary, 1 & 2)	Physics
English Studies	Science Extension (Year 12)
Food Technology	Society and Culture
History Extension (Year 12)	Visual Arts
Industrial Technology	
Japanese Beginners	
Japanese Continuers	

VET Curriculum Frameworks

Construction Pathways (240 hours)	Hospitality (240 hours)
Manufacturing and Engineering (240 hours)	

Board Content Endorsed Courses

Exploring Early Childhood	Sport, Lifestyle and Recreation Studies
Marine Studies	Work Studies
Photography, Video and Digital Imaging	Numeracy

Life Skills Courses

Citizenship and Society Life Skills	Personal Development, Health and Physical Education Life Skills
Creative Arts Life Skills	Science Life Skills
English Life Skills	Technological and Applied Studies Life Skills
Mathematics Life Skills	Work and the Community Life Skills

Course entries and changes

Early in the year, your school will submit an entry to the Board showing those courses that you expect to complete that year.

If you wish to change courses after the entries have been submitted, you will need to apply to the school principal. This will only be allowed in exceptional circumstances.

Course information and resources

The NESA publishes syllabuses for every Board Developed Course, together with specimen examination papers where required.

Board syllabuses contain information about course objectives, outcomes, structure and content as well as assessment requirements. In addition to syllabuses and specimen examination papers, marking guidelines and performance scales are provided.

Higher School Certificate rules and requirements are covered in the *Assessment, Certification and Examination (ACE) Manual*. This and many other Board publications can be found on the Board website: <http://educationstandards.nsw.edu.au>

Assessment

You are required to complete school-based assessment tasks for Board Developed HSC Courses you study. (VET and Life Skills Courses have different requirements.) This applies to all students regardless of the number of units attempted.

School-based assessment counts for 50% of your overall mark in each course, and is reported on your Higher School Certificate Record of Achievement.

School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus.

For VET courses, you are assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification but not towards an HSC mark.

The School's Responsibilities

Keira High School will develop an assessment program for each course and distribute this in a booklet early in Year 11. The assessment booklet will outline the school's responsibilities in regards to:

- setting tasks that will be used to measure your performance in each component of a course
- specifying the relative value of each of these tasks
- informing you in writing of:
 - i. the components and their weightings for each course
 - ii. when assessment tasks will take place
 - iii. the mark value of each task in relation to the total number of marks for the course
 - iv. the nature of each assessment task (eg assignment, test, project etc)
 - v. the administrative details associated with each task (eg student absence, illness, late submission of work etc)
- providing adequate notice of the precise timing of each assessment task
- keeping records of your performance in each task
- providing feedback on your performance and what you must do to improve.

Your responsibilities

You are expected to complete all of the tasks that are part of the assessment program, and you should ensure that you understand the school's assessment policy and schedule.

Assessment marks

The school submits your assessment marks to the NESA, calculated from your results on each formal assessment task you undertake as part of your HSC course.

In the case of Board Developed VET Courses studied at school, there is no assessment mark. Student achievement in the units of competency for each course is entered in a competency record. The school submits to the Board a list of the units of competency you have successfully achieved. This information is used to produce your Certificate or Statement of Achievement.

Satisfactory completion of courses

- To receive a result in any course, you must satisfactorily complete that course.
- Satisfactory completion of a course involves:
 - i. following the course developed or endorsed by the Board; and
 - ii. applying yourself with diligence and sustained effort to the set tasks provided in the course by the school; and
 - iii. achieving some or all of the course outcomes; and
 - iv. maintaining a satisfactory attendance record.
- The Principal will give you written warnings in sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses.
- If the Principal decides that you have not satisfactorily completed a course, you will receive no results in that course.

Tertiary entry

Entry from Year 12 into university courses in NSW generally depends upon a student's Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview or portfolio. The ATAR for every student who completes the necessary pattern of study is calculated by the universities, not by the NESA.

From the 2007 HSC, *Rule 1 – Eligibility for a ATAR* will be as follows: To be eligible for an ATAR a student must satisfactorily complete at least 10 units (including at least two units of English *) of ATAR courses including at least eight units of Category A courses.

ATAR courses, generally, are Board Developed courses for which there are examinations conducted by the NSW NESA. These, as well as VET Curriculum Frameworks courses (provided the examination is undertaken), can be included in ATAR calculations. ATAR courses are classified by the Universities Admission Centre as either Category A courses or Category B courses.

For further information regarding the ATAR and tertiary study, students should read the *UAC Guide 2021* available from either the school's Careers Adviser or from newsagents.

Read more about ATAR on the UAC website www.uac.edu.au

Board Developed Courses

Course: Aboriginal Studies
2 units for each of Preliminary and HSC
Board Developed Course

Course No: 15000

Exclusions: Nil

Course Description:

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

Main Topics Covered

Preliminary Course

Part I – Aboriginality and the Land: Aboriginal peoples’ relationship to Country; Dispossession and dislocation of Aboriginal peoples from Country; Impact of British colonisation on Country.

Part II – Heritage and Identity: The Dreaming and cultural ownership; Diversity of Aboriginal cultural and social life; Impact of colonisation on Aboriginal cultures and families; Impact of racism and stereotyping.

Part III – International Indigenous Community: Comparative Study: Location, environment and features of an international Indigenous community; Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to: Aboriginality and the Land and Heritage and Identity.

Part IV – Research and Inquiry Methods: Local Community Case Study. An aspect of the local community from pre-contact to the present

HSC Course

1960s onwards (120 indicative hours)

Part I – Social Justice and Human Rights Issues

A – Global Perspective

B – Comparative Study A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health; Education; Housing; Employment; Criminal Justice; Economic Independence.

Part II: A case study of an Aboriginal community for each topic

A. Aboriginality and the Land: The Land Rights movement and the recognition of native title; Government policies and legislation; Non-Aboriginal responses

OR

B. Heritage and Identity: Contemporary aspects of Aboriginal heritage and identity; Government policies and legislation; Non-Aboriginal responses.

Part III – Research and Inquiry Methods – Major Project

A student’s Major Research project on an aspect of the HSC course.

Methods and skills relating to: Community consultation; Planning research; Acquiring information; Processing information and Communicating information. .

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination in three parts, including short answer, source based and extended response questions	100	The three parts of the course are assessed through a range of tasks, including: <ul style="list-style-type: none"> ● Tests ● Research ● Source analysis ● Oral and written communication ● Major project 	100
	100		100

Course: Ancient History
2 units for each of Preliminary and HSC
Board Developed Course

Course No:

Exclusions: Nil

Course Description:

The knowledge, understanding and skills that students acquire through studying Ancient History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

The Preliminary course is structured for students to investigate:

- People, groups, events, institutions, societies and historical sites from the Ancient World.
- Archaeological and written evidence and the methods used by historians and archaeologists.

In the HSC course, students use archaeological and written evidence to investigate The Core Study: Cities of Vesuvius, an ancient society, a personality from the ancient world and one ancient historical period.

Main topics covered

Preliminary Course

- **Part I: Investigating Ancient History** **60 Hours**
- Nature of Ancient History
- Case Studies
- **Part II: Features of Ancient Societies** **40 Hours**
- **Part III: Historical Investigation** **20 Hours**
- The historical investigation is designed to further develop relevant investigative, research and presentation skills.

HSC Course

- **Part I: Core Study: Cities of Vesuvius - Pompeii and Herculaneum**
- **Part II: Ancient Societies**
- **Part III: Personalities in their Times**
- **Part IV: Historical Periods**

Topics in the Year 12 course consist of two sections – ‘Survey’ and ‘Focus of study’.

Assessment: HSC Course

External Assessment	Weighting	Internal Assessment	Weighting
TBC		<ul style="list-style-type: none"> • Knowledge and understanding of course content 	40
		<ul style="list-style-type: none"> • Historical skills in the analysis and evaluation of sources and interpretations 	20
		<ul style="list-style-type: none"> • Historical inquiry and research 	20
		<ul style="list-style-type: none"> • Communication of historical understanding in appropriate forms 	20
	100		100

Course: Biology

2 units for each of Year 11 and Year 12

Board Developed Course **Exclusions:** Nil**Course Description:**

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. In Year 11, students investigate the link between cellular structure and organism function, and apply this knowledge to issues on a global scale, from evolution to sustainability in our rapidly changing world. The Year 12 course focuses on genetic variation and the implications of developments in biotechnology on populations. This knowledge is extended to include an understanding of the diagnosis, treatment, prevention and control of infectious and non-infectious diseases.

The Biology course provides the foundation knowledge and skills required to participate in a range of post-school study options and careers in biology and related interdisciplinary fields. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth.

Course content:**Year 11**

Module 1 Cells as the Basis of Life

Module 2 Organisation of Living Things

Module 3 Biological Diversity

Module 4 Ecosystem Dynamics

Year 12

Module 5 Heredity

Module 6 Genetic Change

Module 7 Infectious Disease

Module 8 Non-infectious Disease and Disorders

*In both Year 11 and 12, 15 hours of class time is dedicated to one or more depth studies.

Course Fee: A course fee of \$10 applies to all students studying Year 11 or Year 12 Biology. This fee helps to offset the substantial cost of materials and specialised equipment used by the students.

Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100		
		Skills in working scientifically	60
		Knowledge and understanding of course content	40
			100

Course: Business Studies
 2 units for each of Preliminary and HSC
 Board Developed Course

Course No: P11040 / H15040

Exclusions: Nil

Course Description:

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

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

Main Topics Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements:

In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business.

Assessment: HSC course only

External Assessment

A three hour written examination, including multiple-choice, short answer and extended response questions

Weighting	Internal Assessment	Weighting
100	Knowledge and understanding of course content	40
	Stimulus-based skills	20
	Inquiry and research	20
	Communication of business information, ideas and issues in appropriate forms	20
100		100

Course: Chemistry

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil**Course Description:**

The Chemistry Stage 6 Syllabus develops knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how quantities are measured in these processes. The HSC course explores a variety of classes of chemicals, processes and 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, leading to an understanding of the dynamic nature of chemistry and its applications.

Chemistry requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact. The course provides the foundation knowledge and skills required to study Chemistry after completing school, and supports participation in a range of careers in Chemistry and related interdisciplinary fields. It is an essential discipline that addresses our energy needs and uses, the development of new materials, and sustainability issues.

Course content:**Year 11**

Module 1 Properties and Structure of Matter
 Module 2 Introduction to Quantitative Chemistry
 Module 3 Reactive Chemistry
 Module 4 Drivers of Reactions

Year 12

Module 5 Equilibrium and Acid Reactions
 Module 6 Acid/base Reactions
 Module 7 Organic Chemistry
 Module 8 Applying Chemical Ideas

*In both Year 11 and 12, 15 hours of class time is dedicated to one or more depth studies.

Course Fee: A course fee of \$10 applies to all students studying Year 11 or Year 12 Chemistry. This fee helps to offset the substantial cost of materials and specialised equipment used by the students.

Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Skills in working scientifically	60
		Knowledge and understanding of course content	40
			100

Course: Community and Family Studies

Course No: H15060 P11060

Board Developed Course

2 units for each of Preliminary and HSC

Exclusions: Nil

Course Fee: Nil

Course Description

The Preliminary Course consists of three mandatory modules which form the foundation of the HSC Course. The units are Resource Management, Individuals and Groups and Families and Communities.

The HSC Course consists of three Core Modules and one Option Module. The Core Modules are Research Methodology, Groups in Context and Parenting and Caring. Students complete an independent Research Project worth 20% of their HSC assessment mark.

Main Topics Covered

Preliminary Course

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

HSC Course

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

HSC Option Modules

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

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

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
HSC			
Written Exam	100	Knowledge and understanding of course content	40
		Skills in critical thinking, research methodology, analysing and communicating	60
	100		100

Course: Design and Technology
2 units for each of Preliminary and HSC
Board Developed Course

Course No: P11080 / H15080

Exclusions: Nil

Course Fee:

Year 11 - \$35

Year 12 - \$10 (+ project fees if using school materials)

Course Description:

Students study design processes, design theory and factors in relation to design projects.

In the Preliminary course, students study designing and producing, which includes the completion of at least two design projects.

In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.

Main Topics Covered:

Preliminary Course

Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

HSC Course

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realization, and project evaluation.

Particular Course Requirements:

In the Preliminary course, students must participate in hands-on practical activities. In the HSC course the comprehensive study of designing and producing that were studied in the Preliminary course are synthesized and applied. This culminates in the development and realization of a Major Design Project and the presentation of a case study.

Assessment HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Section I: The examination consists of: Written Paper. Questions based on Innovation & Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study. Major Design Project This will include submission of: (i) A folio documenting the project proposal and project management, project development and realisation and project evaluation. (ii) A product system or environment.	40	Innovation and Emerging Technologies, including a compulsory case study of an innovation Designing and Producing (which may include aspects of the Major Design Project that are not assessed externally)	40
Section II: Major Design Project Project proposal Folio Product, system or environment	60		60
	100		100

Course: Drama

Course No: P11090 / H15090

2 units for each of Preliminary and HSC
Board Developed Course

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

Course Description:

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

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

HSC Course content

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

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

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

Main Topics Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements:

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

Summary of external and Internal HSC assessment

External examination	Mark	Internal Assessment	Weighting
Written examination			
Section I – Australian Drama and Theatre		Marking	40
One extended response question	20	Performing	30
Section II – Students in Drama and Theatre	20	Critically Studying	30
Candidates answer one extended response question			
			100
Group Performance	30		
Individual Project	30		
	100		

Course: English Advanced

Course No: P11140 / H15140

2 units for each of Preliminary and HSC

Exclusions: English (Standard); English Life Skills, Board Developed Course, English EAL/D; Mass Media Studies, English Studies

Course Description:

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

Main Topics Covered:

Preliminary Course – The course has three sections:

- Common Module: **Reading to Write** in the Standard and Advanced courses. The Common Module comprises 40 hours of the course content.
- Module A: Narratives that Shape our World (40 hours)
- Module B: Critical Study of Literature (40 hours)

HSC Course – The course has four sections:

- The HSC Common Content Module is **Texts and Human Experiences** (30 hours)
- Module A: Textual conversations (30 hours)
- Module B: Critical study of Literature (30 hours)
- Module C: The Craft of Writing (30 hours) This module may be studied concurrently with the Common Module and/or Modules A and B.

Particular Course Requirements:

Preliminary English (Advanced) course requires:

- Students to support their study of texts with their own wide reading.
- 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
- An exploration of a range of types of texts including prose fiction, drama, poetry, non-fiction, film, media and digital texts
- Experiencing texts which are widely regarded as quality literature, including a range of literacy texts written about intercultural experiences and the peoples and cultures of Asia
- Integration of the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- Engagement with texts with a wide range of cultural, social and gender perspectives

HSC English (Advanced) course requires:

- Students are required to extensively study **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 non-fiction text **or** may be selected from one of the categories above
- The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course
- Students must study ONE related text in the Common Module: Texts and Human Experiences

Assessment: HSC course only

External Assessment	Marks	Internal Assessment	Weighting
Paper 1 Common Module: Texts and Human Experience	1.5 hours + 10	Knowledge and understanding of course content	50
Section I Short answers	20 marks		
Section II Sustained Response	20 marks	Skills in responding to texts and communication of ideas	
Paper 2 Modules	2 hours + 5 mins	appropriate to audience, purpose, and context across all modes	50
Section I Module A	20 marks		
Section II Module B	20 marks		
Section III Module C	20 marks		

100

Course: English EAL/D **Course No:** P11160 / H15150 The following information is from the draft syllabus.
2 units for each of Preliminary and HSC

Exclusions: English (Standard); English (Advanced); Board Developed Course English (Extension); Mass Media Studies, English Studies. Eligibility rules apply. Please ask your teacher to check the Stage 6 English syllabus.

Course Description:

- English as an Additional Language or Dialect (EAL/D) is designed for students from diverse non-English speaking, Aboriginal or Torres Strait Islander backgrounds as designated by the course entry requirements. The students engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English, to enhance their personal, social, educational, and vocational lives. The students learn to respond to and compose a variety of texts in a range of situations to be effective, creative, and confident communicators.

Main Topics Covered:

Preliminary Course -

- Module A: Language and Texts in Context
- Module B: Close Study of Text
- Module C: Texts and Society
- Optional teacher-developed module

HSC Course -

- Module A: Texts and Human Experience
- Module B: Language, Identity and Culture
- Module C: Close Study of Text
- Focus on Writing (studied concurrently with the above modules)

Particular Course Requirements:

Preliminary English (ESL) course requires:

- Students to study one substantial literary text such as film, prose fiction, drama, or a poetry text, which may constitute a selection of poems from the work of one poet
- Study Australian texts, including text that give insights into diverse experiences of Aboriginal and Torres Strait Islander peoples, and other texts and to explore a range of types of texts drawn from prose fiction, drama, poetry, non-fiction, film, media, multimedia, and digital texts
- Exploration of a range of types of text drawn from the categories: prose fiction; drama; poetry; non-fiction, film, media and digital texts
- Wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- Integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate
- Engagement in the integrated study of language and text

HSC English (ESL) course requires:

- Students to extensively study three types of prescribed texts, one drawn from each of the following categories: prose fiction; poetry or drama; film, media, or non-fiction
- Students are required to study texts from a range of perspectives.
- Studying Australian texts, including text that give insights into diverse experiences of Aboriginal and Torres Strait Islander peoples, and other texts and to explore a range of types of texts drawn from prose fiction; drama, poetry, non-fiction, film or media, multimedia, and digital texts

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Paper 1 Module A + Focus on Writing Section I	1.5 hours + 10	Knowledge and understanding of course content	50
Part A Short Answers	15 marks		
Part B Extended Response	15 marks		
Section II Focus on Writing	15 marks		
Paper 2 Modules B + C Section I Module B Section II Module C	1 hour + 5 20 marks 20 marks	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
Listening Paper	15 marks		
	100		100

Course: English Standard

Course No: P11130 / H15130

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: English (Advanced); English EAL/D;
English (Extension 1 & 2); English Studies

Course Description:

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

Main Topics Covered:

Preliminary Course

The course has three sections:

- Common Module: **Reading to Write** in the Standard and Advanced courses. The Common Module comprises 40 hours of the course content.
- Module A: Contemporary Possibilities (40 hours)
- Module B: Close Study of Literature (40 hours)

HSC Course

The course has four sections:

- The HSC Common Module is **Texts and Human Experiences** (30 hours)
- Module A: Language, Identity and Culture (30 hours)
- Module B: Close Study of Literature (30 hours)
- Module C: The Craft of Writing (30 hours) This module may be studied concurrently with the Common Module and/or Module A and B.

Particular Course Requirements:

In the Preliminary English (Standard) course students are required to:

- Study 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
- Experience 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
- Engage with texts with a wide range of cultural, social and gender perspectives
- Explore a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media, and digital texts
- Integrate the modes of reading, writing, listening, speaking, viewing, and representing as appropriate

HSC English (Standard) course requires:

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

Assessment: HSC course only

External Assessment	Marks	Internal Assessment	Weighting
Paper 1 Common Module: Texts and Human Experience	1.5 hours + 10 mins	Knowledge and understanding of course content	50
Section I Short Answers	20 marks		
Section II Sustained Response	20 marks	Skills in responding to texts and communication of ideas	50
Paper 2 Modules	2 hours + 5 mins	appropriate to audience, purpose and context across all modes	
Section I Module A	20 marks		
Section II Module B	20 marks		
Section III Module C	20 marks		
	100		100

Courses: Preliminary English Extension **Course No:** P11150
 HSC English Extension 1 **Course No:** H15160
 HSC English Extension 2 **Course No:** H15170

Exclusions: English (Standard); English Life Skills; English EAL/D; English Studies

1 unit of study for each of Preliminary and HSC

Prerequisites: (a) English (Advanced) course
 (b) Preliminary English Extension Course is prerequisite for Extension Course 1
 (c) English Extension Course 1 is prerequisite for Extension Course 2

Course Description:

- The Preliminary English (Extension) Course and the HSC English (Extension) Course is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.
- In the HSC English (Extension) Course 2, students develop a sustained composition and document their reflection on this process.

Main Topics Covered:

Preliminary Extension Course

The course has one mandatory section: Module: Texts, Culture and Value

HSC English Extension Course 1

The course has one section: Common Module: Literary Worlds with ONE elective option

HSC Extension Course 2

The course requires students to complete a Major Work

Particular Course Requirements:

Preliminary English (Extension) Course requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students research a range of texts as part of their independent project.

The HSC English (Extension) Course 1 requires the study of at least THREE texts selected from the prescribed texts list for the module study including at least TWO extended print texts. Students are required to study at least TWO related texts.

The HSC English (Extension) Course 2 requires completion of a Major Work and a statement of reflection.

Assessment: HSC Extension Course 1

External Assessment	Weighting	Internal Assessment	Weighting
Section I Common Module Literary Worlds	2 hours +10 25	Knowledge and understanding of complex texts and of how and why they are valued	50
Section II Elective	25		
		Skills in complex analysis, sustained composition, and independent investigation	50
			100

Assessment: HSC Extension Course 2

External Assessment	Weighting	Internal Assessment	Weighting
Submission of Major Work	40	Skills in extensive independent investigation	50
Including a 1000–1500-word (maximum) reflection statement	10		
	50	Skills in sustained composition	50
			100

Course: English Studies

English Studies is now a Board Developed Course

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

The Stage 6 English Board Endorsed Preliminary and HSC Courses are comprised of a mandatory module and a series of additional modules to satisfy the following pattern.

- The module *Achieving through English: English in education, careers and community* is mandatory in the Preliminary course.
- The **Common Module** *Texts and Human Experiences* is mandatory in the HSC course. This includes the study of one prescribed text.
- Additional modules are to be selected from elective modules.
- A total of two to four modules will be studied in the Preliminary course, and a total of two to four different modules will be studied in the HSC course.
- Explicit literacy content is included to develop students' skills in effective written and oral communication.
- Students will have the opportunities to experience texts that give insight into a wide range of social, gender and cultural perspectives, including texts by and about Aboriginal and Torres Strait Islander peoples.

Assessment is both internal and external HSC examination.

Students are required to:

- Be involved in planning, research, and presentation activities as part of one individual and/or collaborative project
- Develop a portfolio of texts they have planned, drafted, edited, and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- Engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions

Assessment: HSC Course only

External Assessment	Marks	Internal Assessment	Weighting
Exam	2.5 hours + 10	Knowledge and understanding of course content	50
Section I – Common Module Short Answers	20 marks	Skills in:	50
Section II – Common Module Sustained Response	20 marks		
Section III – Elective Module	15 marks		
Section IV – Writing Skills	15 marks	<ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately, and effectively 	
	70		100

Course: Food Technology

Course No: P11180 / H15180

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Fee:

Year 11 - \$90

Year 12 - \$80

Course Description:

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

Main Topics Covered:

Preliminary Course

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

HSC Course

- The Australian Food Industry (15%)
- Food Manufacture (30%)
- Food Product Development (30%)
- Contemporary Food Issues in Nutrition (25%)

Particular Course Requirements:

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

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

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

Assessment: HSC course only:

External Examination	Weighting	Internal Assessment	Weighting
A three hour written examination	100	<ul style="list-style-type: none"> • Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace) • Research, analysis and communication • Experimentation and preparation • Design, implementation and evaluation 	20 30 30 20
	100		100

Course: HistoryExtension

1 unit for Year 12 only

Board Developed Course

Exclusions: You must be studying at least 2 units of Stage 6 History – either Ancient or Modern

Course Description:

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

Students who have shown an achievement in, and/or aptitude for, the Stage 6 History courses: Ancient and / or Modern History in Year 11 may choose to study History Extension in Year 12.

Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how an historian’s context, methodology and purpose shape their interpretation of a person, group, event or issue. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation.

Course content:

Year 12

The History Extension course is a one year, 60 hour course that covers the following areas:

Constructing History

- Key Questions
- Case Studies

History Project

Course Fee: Nil

Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
Two hour written examination	100%	- Historical Process (Project)	30%
		- Essay (Project)	40%
		- School based Examination	30%
	100		100

Course: Industrial Technology

Course No: P11200 / H15200

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: None

Course Fee:

\$70 (including text).

Course Description:

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

The Focus Areas include Automotive Industries; Building and Construction Industries; Electronics Industries; Graphics Industries; Metals and Engineering Industries; Multimedia Industries; Plastics Industries; Timber Products and Furniture Industries.

Main Topics Covered:

Preliminary Course

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

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

HSC Course

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

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

Particular Course Requirements:

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

Assessment: HSC course only

<i>External Assessment</i>	<i>Weighting</i>	<i>Internal Assessment</i>	<i>Weighting</i>
A one and a half hour written examination	40	Industry Study	20
		Designing, planning and management	20
			10
Major Project and related management folio	60	Workplace communication	50
		Industry specific content	
	100		100

Course: Japanese Beginners

Course No: 15820

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Japanese Continuers; Japanese Extension; Heritage Japanese; Japanese Background Speakers.

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

Course Description:

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

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

Main Topics Covered:

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

Particular Course Requirements: Nil

Course: Japanese Continuers

Course No: P11750 / H15830

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC Board Developed Course

Prerequisites: School Certificate Japanese or equivalent knowledge is assumed.

Exclusions: Japanese Beginners; Japanese Background Speakers.
Other eligibility rules apply to the study of this subject.
Check with your teacher or the Board’s ACE Manual.

Course Description:

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Main Topics Covered:

Themes:

- the individual
- the Japanese-speaking communities
- the changing world.

Students’ language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying Japanese culture through texts.

Particular Course Requirements: Stage 5 Japanese

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A 10 minute oral examination: Conversation	20	Speaking	20
		Listening and responding	25
		Reading and responding	40
A three hour written examination: Listening and responding	25	Writing in Japanese	15
Reading and responding			
– Part A			
– Part B	25		
Writing in Japanese	15		
	15		
	100		100

Course: Legal Studies

Course No: P11220 / H15220

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

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.

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

Main Topics Covered:

Preliminary Course

- Part 1 - The Legal System (40% of course time)
- Part 2 - The Individual and the Law (30% of course time)
- Part 3 - 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 1 and Part 11**

HSC Course

- Core Part 1: Crime (30% of course time)
- Core Part 2: Human Rights (20% of course time)
- Options Part 3: Two Options (50% of course time)

Two options are chosen from:

- Consumers
- Global environmental protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order

Each topic’s **themes and challenges** should be integrated into the study topic.

Particular Course Requirements: No special requirements

Assessment HSC course only:

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination:		Knowledge and understanding of course content	60
Core: Crime and Human Rights (objective response questions)	20		
Core: Human Rights (short answer questions)	15	Inquiry and research	20
Core: Crime (short answer questions)	15		
Options: Two extended responses each from a different option	50	Communication of Legal Studies information, issues and ideas in appropriate forms	20
	100		100

Course: Mathematics Advanced (2 Units)

Prerequisites:

The Year 11 Mathematics Advanced course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, and all of *Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras’ theorem*, and *Single variable data analysis* from Stage 5.3.

Exclusions:

Students studying Mathematics Advanced are not able to study:

- Mathematics Standard (2 units – Year 11)
- Mathematics Standard 1 (2 units – Year 12)
- Mathematics Standard 2 (2 units – Year 12)
- Mathematics Life Skills (2 units – Year 11)
- Mathematics Life Skills (2 units – Year 12)

Course Description:

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 course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

Main Topics Covered:

- Working with functions (Functions)
- Trigonometry and Measurement of Angles (Trigonometric Functions)
- Trigonometry Functions and Identities (Trigonometric Functions)
- Introduction to Differentiation (Calculus)
- Logarithms and Exponentials (Exponential and Logarithmic Functions)
- Probability and discrete probability distributions (Statistical Analysis)

Internal Assessment:

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20-30%

Component	Weighting
Understanding, Fluency and Communication	50%
Problem solving, Reasoning and Justification	50%

Course: Mathematics Standard (2 Units)

Prerequisites:

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

Exclusions:

Students studying Mathematics Standard are not able to study:

- Mathematics Standard 1 (2 units – Year 12)
- Mathematics Standard 2 (2 units – Year 12)
- Mathematics Advanced (2 units – Year 11)
- Mathematics Advanced (2 units – Year 12)
- Mathematics Extension 1 (1 unit – Year 11)
- Mathematics Extension 1 (1 unit – Year 12)
- Mathematics Extension 2 (1 unit – Year 12)
- Mathematics Life Skills (2 units – Year 11)
- Mathematics Life Skills (2 units – Year 12)

Course Description:

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects. Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.

In Year 12, students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A). Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol \diamond .

Main Topics Covered:

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

Internal Assessment:

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20-30%

Component	Weighting
Understanding, Fluency and Communication	50%
Problem solving, Reasoning and Justification	50%

Course: Mathematics Extension 1 (1 Unit)

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 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*, and *Circle Geometry*.

Corequisites:

Mathematics Advanced (2 units – Year 11) and Mathematics Advanced (2 units – Year 12)

Exclusions:

- Mathematics Standard (2 units – Year 11)
- Mathematics Standard 1 (2 units – Year 12)
- Mathematics Standard 2 (2 units – Year 12)
- Mathematics Life Skills (2 units – Year 11)
- Mathematics Life Skills (2 units – Year 12)

Course Description:

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course.

Main Topics Covered:

- Further Work with Functions (Functions)
- Polynomials (Functions)
- Inverse Trigonometric Functions (Trigonometric Functions)
- Further Trigonometric Identities (Trigonometric Functions)
- Rates of Change (Calculus)
- Working with Combinatorics (Combinatorics)

Internal Assessment:

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20-30%

Component	Weighting
Understanding, Fluency and Communication	50%
Problem solving, Reasoning and Justification	50%

Course: Mathematics Standard 1 (2 Units)

Prerequisites:

Students must satisfactorily meet the requirements of completion of the Year 11 Mathematics Standard course.

Exclusions:

Students studying Mathematics Standard 1 are not able to study:

- Mathematics Standard 2 (2 units – Year 12)
- Mathematics Advanced (2 units – Year 11)
- Mathematics Advanced (2 units – Year 12)
- Mathematics Extension (1 unit – Year 11)
- Mathematics Extension 1 (1 unit – Year 12)
- Mathematics Extension 2 (1 unit – Year 12)
- Mathematics Life Skills (2 units – Year 11)
- Mathematics Life Skills (2 units – Year 12)

Course Description:

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. It 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. It provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

Main Topics Covered:

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

Internal Assessment:

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 15-30%
- only one task may be a formal written examination with a maximum weighting of 30%.

Component	Weighting
Understanding, Fluency and Communication	50%
Problem solving, Reasoning and Justification	50%

HSC Examination:

Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.

Course: Mathematics Standard 2 (2 Units)

Prerequisites:

Students must satisfactorily meet the requirements of completion of the Year 11 Mathematics Standard course.

Exclusions:

Students studying Mathematics Standard 1 are not able to study:

- Mathematics Advanced (2 units – Year 11)
- Mathematics Advanced (2 units – Year 12)
- Mathematics Extension (1 unit – Year 11)
- Mathematics Extension 1 (1 unit – Year 12)
- Mathematics Extension 2 (1 unit – Year 12)
- Mathematics Life Skills (2 units – Year 11)
- Mathematics Life Skills (2 units – Year 12)

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

Course Description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects. In Mathematics Standard 2, students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Main Topics Covered:

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

Internal Assessment:

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 15-30%
- only one task may be a formal written examination with a maximum weighting of 30%

Component	Weighting
Understanding, Fluency and Communication	50%
Problem solving, Reasoning and Justification	50%

HSC Examination:

All students studying the Mathematics Standard 2 course will sit for an HSC examination.

Course: Mathematics Advanced (2 Units)

Prerequisites:

Students must satisfactorily meet the requirements of completion of the Year 11 Mathematics Advanced course.

Exclusions:

- Mathematics Standard (2 units – Year 11)
- Mathematics Standard 1 (2 units – Year 12)
- Mathematics Standard 2 (2 units – Year 12)
- Mathematics Life Skills (2 units – Year 11)
- Mathematics Life Skills (2 units – Year 12)

Course Description:

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 course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

Main Topics Covered:

- Graphing Techniques (Functions)
- Trigonometric Functions and Graphs (Trigonometric Functions)
- Differential Calculus (Calculus)
- The Second Derivative (Calculus)
- Integral Calculus (Calculus)
- Modelling Financial Situations (Financial Mathematics)
- Descriptive Statistics and Bivariate Data Analysis (Statistical Analysis)
- Random Variables (Statistical Analysis)

Internal Assessment:

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 15-30%
- only one task may be a formal written examination with a maximum weighting of 30%

Component	Weighting
Understanding, Fluency and Communication	50%
Problem solving, Reasoning and Justification	50%

HSC Examination:

All students studying the Mathematics Advanced course will sit for an HSC examination.

The examination will be based on the Mathematics Advanced Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Advanced Year 11 course will be assumed knowledge for this examination and may be examined.

Course: Mathematics Extension 1 (1 Unit)

Prerequisites:

Students must satisfactorily meet the requirements of completion of the Year 11 Mathematics Extension 1 course.

Exclusions:

- Mathematics Standard (2 units – Year 11)
- Mathematics Standard 1 (2 units – Year 12)
- Mathematics Standard 2 (2 units – Year 12)
- Mathematics Life Skills (2 units – Year 11)
- Mathematics Life Skills (2 units – Year 12)

Course Description:

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

Main Topics Covered:

- Proof by Mathematical Induction (Proof)
- Introduction to Vectors (Vectors)
- Trigonometric Equations (Trigonometric Functions)
- Further Calculus Skills (Calculus)
- Applications of Calculus (Calculus)
- The Binomial Distribution (Statistical Analysis)

Internal Assessment:

The Year 12 formal school-based assessment program is to reflect the following requirements:

- A maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 15-30%
- only one task may be a formal written examination with a maximum weighting of 30%

Component	Weighting
Understanding, Fluency and Communication	50%
Problem solving, Reasoning and Justification	50%

HSC Examination:

All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The examination will be based on the Mathematics Extension 1 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Advanced course will be assumed knowledge for this examination. The Mathematics Extension 1 Year 11 course may be examined.

Candidates will also be required to complete either the Mathematics Advanced examination paper or the Mathematics Extension 2 examination paper, in addition to the Mathematics Extension 1 paper.

Course: Mathematics Extension 2 1 unit Higher School Certificate (Board Developed Course)

Prerequisites: This course is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject. This means students achieving extremely high marks and are processing knowledge beyond the Mathematical Extension 1 course can be considered for this course.

Exclusions:

- Mathematics Standard (2 units – Year 11)
- Mathematics Standard 1 (2 units – Year 12)
- Mathematics Standard 2 (2 units – Year 12)
- Mathematics Life Skills (2 units – Year 11)
- Mathematics Life Skills (2 units – Year 12)

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

STUDENTS WISHING TO STUDY THIS COURSE MUST HAVE AN INTERVIEW WITH HT MATHEMATICS EARLY IN TERM 3 OF YEAR 11 STUDIES.

Main Topics Covered:

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 topics

Internal Assessment:

The Year 12 formal school-based assessment program is to reflect the following requirements:

- A maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 15-30%
- only one task may be a formal written examination with a maximum weighting of 30%

Component	Weighting
Understanding, Fluency and Communication	50%
Problem solving, Reasoning and Justification	50%

Course: Modern History

Course No:

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

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.

The Preliminary 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.
- investigate various aspects of the modern world, including people, ideas, movements, events and developments.

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. Students are required to study at least ONE non-European/Western topic.

Main Topics Covered:

Preliminary Course

- **Part I: Investigating Modern History**
Nature of Modern History
Case Studies
- **Part II: Historical Investigation:** The historical investigation is designed to further develop relevant investigative, research and presentation skills
- **Part III: The Shaping of the Modern World**

HSC Course

- **Part I: Core Study: Power and Authority in the Modern World 1919 - 1946**
- **Part II: National Studies**
- **Part III: Peace and Conflict**
- **Part IV: Change in the Modern World**

Topics in the Year 12 course consist of two sections – 'Survey' and 'Focus of study'.

Assessment: HSC Course

External Assessment	Weighting	Internal Assessment	Weighting
TBC		<ul style="list-style-type: none"> • Knowledge and understanding of course content 	40
		<ul style="list-style-type: none"> • Historical skills in the analysis and evaluation of sources and interpretations 	20
		<ul style="list-style-type: none"> • Historical inquiry and research 	20
		<ul style="list-style-type: none"> • Communication of historical understanding in appropriate forms 	20
	100		100

Course: Music 1

Course No: P11280 / H15290

2 units for each of Preliminary and HSC

Board Developed Course

Prerequisites: Music mandatory course (or equivalent) = Yr 7/8 Non-Elective Music

Exclusions: Music 2

Course Description:

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

Main Topics Covered:

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

Particular course requirements:

HSC course

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

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece)	10	Core Performance	10
A 45 minute – one hour aural exam	30	Core Composition	10
Electives:		Core Musicology	10
Three electives from any combination of:		Core Aural	25
Performance (one piece)			
Composition (one submitted composition)		Elective 1	15
Musicology (one <i>viva voce</i>)		Elective 2	15
• Elective 1	20	Elective 3	15
• Elective 2	20		
• Elective 3	20		
	100		100

Course: Personal Development, Health and Physical Education **Course No:** P11300 / H15320

2 units for each of Preliminary and HSC

Exclusions: Nil

Board Developed Course

Course Description:

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

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance in sport. They undertake optional study from a range of choices. This includes investigating advanced approaches to training and sports medicine concepts. Where possible, students experiment with these concepts in movement laboratories. Throughout the course, students develop their capacity to think critically on key issues relating to health, quality of life and movement potential.

Main Topics Covered:

Preliminary Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students to select two options each from:

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

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students to select two options each from:

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

Particular Course Requirements:

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written paper	100	Core	60
		Options	40
	50		50

Course: Physics

2 units for each of Year 11 and Year 12

Board Developed Course **Exclusions:** nil

Course Description:

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

Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

The study of Physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

Course content:**Year 11**

Module 1 Kinematics

Module 2 Dynamics

Module 3 Waves and Thermodynamics

Module 4 Electricity and Magnetism

Year 12

Module 5 Advanced Mechanics

Module 6 Electromagnetism

Module 7 The Nature of Light

Module 8 From the Universe to the Atom

*In both Year 11 and 12, 15 hours of class time is dedicated to one or more depth studies.

Course Fee: A course fee of \$10 applies to all students studying Year 11 or Year 12 Physics. This fee helps to offset the substantial cost of materials and specialised equipment used by the students.

Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Skills in working scientifically	60
		Knowledge and understanding of course content	40
			100

Course: Science Extension

1 unit for Year 12 only

Board Developed Course

Exclusions: You must be studying at least 2 units of Stage 6 Science

Course Description:

Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication.

Students who have shown achievement in, and/or aptitude for, any of the Stage 6 Science courses: [Biology](#), [Chemistry](#), [Earth and Environmental Science](#), [Investigating Science](#) or [Physics](#), in Year 11 may choose to study Science Extension in Year 12.

Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create a Scientific Research Report, which is supported and evidenced by a Scientific Research Portfolio. The four modules of the course integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

Course content:

Year 12

The Science Extension course consists of four modules:

Module 1 The Foundations of Scientific Thinking

Module 2 The Scientific Research Proposal

Module 3 The Data, Evidence and Decisions

Module 4 The Scientific Research Report

Course Fee: A course fee of \$50 applies to all students studying Year 12 Science Extension. This fee helps to offset the substantial cost of materials and specialised equipment used by the students.

Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
Two hour online examination	100%	Scientific Research Report	
		-Communicating scientifically	30%
		- Gathering, recording, analysing data	30%
		-Scientific Research Report	40%
	100		100

Course: Society and Culture
2 units for each of Preliminary and HSC
Board Developed Course

Course No: P11330 / H15350

Exclusions: Nil

Course Description:

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social and cultural world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.

Main topics Covered:

Preliminary Course

The Social and Cultural World (30%) – the interaction between aspects of society and cultures
Personal and Social Identity (40%) – socialisation & coming of age in a variety of social and cultural settings.
Intercultural Communication (30%) – how people in different cultures interact and communicate

HSC Course

Core

Social and Cultural Continuity and Change (30%) – The nature, continuity and change, research and study of a selected country

The Personal Interest Project (30%) - an individual research project

Depth Studies (40%)

Two to be chosen from:

Popular Culture – the interconnection between individuals and popular culture

Belief Systems – role of belief systems in societies, cultures and personal life

Social Inclusion and Exclusion – the nature of equality and difference in societies and cultures

Social Conformity and Non conformity – the nature and role of work and leisure in society

Particular Course Requirements: Completion of Personal Interest Project

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination, including short answer and extended response questions.	60	Knowledge and understanding	50
		Application and evaluation of research methodology	30
Personal Interest Project	40	Communication	20
	100		100

Course: Visual Arts

Course No: P11380 / H15400

2 units for each of Preliminary and HSC

Board Developed Course

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

Course Fee:

Year 11 - \$65

Year 12 - \$85

Course Description:

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks 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.

Main Topics Covered:

Preliminary Course learning opportunities focus on:

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

HSC Course learning opportunities focus on:

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

Particular Course Requirements:

Preliminary Course

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

HSC Course

- Development of a body of work and use of a Visual Arts diary
- A minimum of five Case Studies (4–10 hours each)
- Deeper and more complex investigations in art making, art criticism and art history.

Assessment : HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A 1½ hour written paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

Vocational Education and Training (VET), Curriculum Framework Courses and School Based Apprenticeships & Traineeships



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 course and 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.

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 Board of Studies, Teaching and Educational 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. Stage 6 VET courses may also be available to students in years 9 and 10 as "Early Commencement". It is generally recommended that students in Year 9 do NOT undertake "Early Commencement" of Stage 6 VET courses.

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.sbatinnsw.info

Unique Student Identifier

From January 2015, all students undertaking Nationally Recognised Training delivered by a Registered Training Organisation will 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 from a computer, tablet or smart phone at any time. You must keep your USI safe and ready to use for further enrolments in VET training.

Smart and Skilled

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

This may impact on positions available within industry sectors for SBATs.

Certificate II in Construction Pathways –CPC20211

<p>Course: Construction Pathways (240 indicative hours)</p> <p>Board Developed Course</p> <p style="color: blue;">Students must complete a minimum of 70 hours of work placement to meet HSC requirements.</p>	<p>4 Preliminary and/or HSC units in total</p> <p>Category B status for Australian Tertiary Admission Rank (ATAR)</p>
<p>Course Description:</p> <p>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. This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction.</p>	
<p>Core Units of Competency</p> <ul style="list-style-type: none"> ▪ 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 	<p>Electives:</p> <p>Elective units may include:</p> <ul style="list-style-type: none"> ▪ CPCCCA2002B Use carpentry tools and equipment ▪ CPCCCA2011A Handle carpentry materials ▪ CPCCCM2004A Handle construction materials ▪ CPCCCM2006B Apply basic levelling procedures ▪ CPCCJN2001A Assemble components ▪ CPCCJN2002B Prepare for off-site manufacturing process ▪ CPCCBL2001A Handle and prepare bricklaying & blocklaying materials ▪ CPCCBL2002A Use bricklaying and blocklaying tools and equipment ▪ CPCCCA2003A Erect and dismantle form work for footings and slabs on ground ▪ CPCCCO2013A Carry out concreting to simple forms
<p>This course contains three additional units above the qualification to meet NSW NESA HSC requirements. CPCCOHS1001A Work safely in the construction industry, CPCCCM2005B Use construction tools and equipment, CPCCO2021A Handle concreting materials.</p> <p>Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted</p>	
<p>Qualifications</p> <p>Students who are assessed as competent in the above units of competency will be eligible for a Certificate II in Construction Pathways CPC20211. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Construction Pathways CPC20211.</p>	
<p>Foundation Skills - describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from http://training.gov.au/</p>	
<p>NB This qualification may change as a result of training package reviews</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 yet competent' in individual units of competency.</p>	
<p>N Determinations: Where a student has not met the NSW NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.</p>	
<p>External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.</p>	
<p>Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.</p>	
<p>Resource costs:</p> <p>Year 11 - \$40</p> <p>Year 12 - \$40</p>	

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Framework and Non Framework Courses

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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 course and 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.

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 Board of Studies, Teaching and Educational 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

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Fees and charges

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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.sbatinnsw.info

Unique Student Identifier

From January 2015, all students undertaking Nationally Recognised Training delivered by a Registered Training Organisation will 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 from a computer, tablet or smart phone at any time. You must keep your USI safe and ready to use for further enrolments in VET training.

Smart and Skilled

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

This may impact on positions available within industry sectors for SBATs.

Certificate II in Hospitality – SIT20316

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 work placement to meet HSC requirements.	
<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 who use a defined and limited range of hospitality operational skills. They work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge. This qualification provides a pathway to work in various hospitality settings – restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.</p>	
<p>Units of Competency</p> <ul style="list-style-type: none"> • BSBWOR203 Work effectively with others • SITHIND002 Source & use information on the hospitality industry • SITHIND003 Use hospitality skills effectively (holistic Unit) • SITXCOM002 Show social and cultural sensitivity • SITXCCS003 Interact with customers • SITXWHS001 Participate in safe work practices 	<p>Elective Units of Competency</p> <ul style="list-style-type: none"> • SITXFSA001 Use hygienic practices for food safety • SITHFAB004 Prepare and serve non-alcoholic beverages • SITHFAB005 Prepare and serve espresso coffee • SITHFAB007 Serve food and beverage • SITHCCC001 Use food preparation equipment • SITXFSA002 Participate in safe food handling practices • BSBCMM201 Communicate in the workplace • BSBSUS201 Participate in environmentally sustainable work practices • BSBCMM201 Communicate in the workplace
<p>This course contains 3 additional units above the qualification to meet NSW HSC Board of Studies requirements. Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.</p>	
<p>Qualifications: Students who are assessed as competent in the above units of competency will be eligible for a Certificate II in Hospitality (SIT20316). Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Hospitality (SIT20316). Foundation skills - describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from http://training.gov.au/</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 yet competent’ in individual units of competency.</p> <p>N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.</p> <p>External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.</p> <p>Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.</p>	
<p>Resource costs: Year 11 - \$130 Year 12 - \$130</p>	
<p>Delivery Arrangements: Students will participate in school based functions and in regular operation of the school café as part of their assessment. The 70 hours of work placement must be completed in approved venues in the Hospitality Industry.</p>	
<p>Exclusions: Nil however students may not undertake the same unit of competency in more than one VET course.</p>	



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 course and 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.

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 Board of Studies, Teaching and Educational 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. Stage 6 VET courses may also be available to students in years 9 and 10 as "Early Commencement". It is generally recommended that students in Year 9 do NOT undertake "Early Commencement" of Stage 6 VET courses.

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.

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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.

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The USI provides easy access to all VET training records and results throughout your life. You can access your USI account online from a computer, tablet or smart phone at any time. You must keep your USI safe and ready to use for further enrolments in VET training.

Smart and Skilled

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

This may impact on positions available within industry sectors for SBATs.



2024 Manufacturing and Engineering Introduction Course Descriptor
MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards
Certificate II in Engineering Pathways
RTO - Department of Education - 90333, 90222, 90072, 90162

This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: **Manufacturing and Engineering Introduction**
 Board Endorsed Course **240 hour**

2 or 4 Preliminary and/or HSC units in total
 There is not an Australian Tertiary Admission Rank (ATAR) option for this course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways <https://training.gov.au/Training/Details/MEM10119> and <https://training.gov.au/Training/Details/MEM20413>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the MEM10119 Certificate I in Engineering, you must achieve 1 core unit of competency and elective units of competency to a minimum value of fourteen (14) points. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a manufacturing engineering industry. Students should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools and be able to use a personal digital device including a personal computer or laptop.

Manufacturing and Engineering (MEM 2.1) & Metal and Engineering (MEM05 11.1) Training Package Units of Competency

Core		Elective	
MEM13015	Work safely and effectively in manufacturing and engineering	MEM16006	Organise and communicate information
MEMPE006A	Undertake a basic engineering project	MEM11011	Undertake manual handling
MEMPE005A	Develop a career plan for the engineering and manufacturing industry	MEM12024	Perform computations
		MEM18001	Use hand tools
		MEM18002	Use power tools/handheld operations
		MEM16008	Interact with computing technology
		MEM07032	Use workshop machines for basic operations
		MEMPE001A	Use engineering workshop machines
		MEMPE002A	Use electric welding machines
		MEMPE004A	Use fabrication equipment

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

This qualification provides a pathway to the primary trades in the manufacturing industry.

This qualification defines entry-level skills and knowledge to assist workers entering employment as engineering/manufacturing employees within the metal, engineering, manufacturing and associated industries.

Examples of occupations in the business services industry:

Fitter machinist

refrigeration and air conditioning mechanic

*toolmaker
maintenance fitter*

Mandatory HSC Course Requirements

Students must complete either 120 indicative hours or 180 indicative hours of course work. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

Course Cost: Preliminary - \$120 HSC - \$120
Students will be supplied with P.P.E. Personal Protective Equipment.

Refunds
 Refund arrangements are on a pro-rata basis.
 Please refer to your school refund policy

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

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

2024 Manufacturing and Engineering (Introduction) Course Descriptor MEM 210119 Certificate I in Engineering + Statement of Attainment towards
MEM20413 Certificate II in Engineering (Pathways)
RTO - Department of Education - 90333, 90222, 90072, 90162
Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

Version 0.10



Educational Pathways Program

Go.Forward

School Based Apprenticeships and Traineeships

School Based Apprenticeships and Traineeships (SBATs) are a great way for you to get a head start on your career while still at school.

What are SBATs and how do they work?

SBATs are available to all Year 10, 11 and 12 high school students in NSW. By choosing to do an SBAT you can gain a nationally recognised qualification as part of your Higher School Certificate (HSC). This is achieved by combining part-time work with formal training at school, TAFE NSW or another Registered Training Organisation. There are a range of industry opportunities available, with over 200 SBAT qualifications to choose from!



What will I get out of an SBAT?

A school based apprentice will:

- Complete stage one of an apprenticeship part-time while completing the HSC
- Work a minimum of 100 - 180 days* in paid employment by December 31 of the HSC year
- Participate in formal training with TAFE NSW or another Registered Training Organisation.

A school based trainee will:

- Complete a certificate II or III qualification while completing the HSC
- Work a minimum of 100 - 180 days* in paid employment by December 31 of the HSC year
- Participate in formal training with TAFE NSW or another Registered Training Organisation.

* as outlined in the relevant Vocational Training Order



To find out more about the Educational Pathways Program, visit education.nsw.gov.au/educational-pathways



Educational Pathways Program

Go.Forward

Can I complete an SBAT and get an ATAR?

Yes, it is possible to complete a school based apprenticeship or traineeship AND receive an ATAR. Talk to your Careers Adviser about your pattern of study and how an SBAT will fit into your HSC.

How often will I go to work?

Generally, one day per week during school terms as well as additional days during the school holidays. The days and times will be negotiated between you, your school and employer.

Will I be paid for the days I work?

Absolutely! As a school based apprentice or trainee you must be paid according to the wage rates and conditions of employment in the appropriate award or industrial agreement.

Things to consider

Students who take on a school based apprenticeship or traineeship are motivated young people who don't

just want to plan their future career, they want to experience it now. It's very important that you think about how you can manage your SBAT by considering:

- Is this a career I'm interested in?
- Can I balance school, work and training along with family and community commitments?
- Do I have a support network around me to help along

the way? Teachers, Careers Adviser, parents/carers, friends, mentors etc

- Can I make travel arrangements to get myself to work and training on time?

If you answered YES to the questions above, an SBAT may be a great option for you.

What happens after the HSC?

A school based apprentice will enter stage two of apprentice or trainee.

their trade qualification and continue in employment as a full-time or part-time apprentice. A school based trainee will be fully qualified and can begin working full-time, continue on to higher Vocational Education and Training or commence university.



How do I get started?

It's simple:

- Decide on the occupation that interests you
- Discuss with your Careers Adviser and parents/carers about how this will work with your HSC
- Use your networks to gain employment – start with family, friends, local employers and explore job search websites
- If you already have a casual job, ask your employer if they would like more information about employing you as a school based apprentice or trainee.

Megan Jackson-Lee
SBAT Engagement Officer
Illawarra North

megan.jackson3@det.nsw.edu.au

0460 031 949



To find out more about the Educational Pathways Program, visit education.nsw.gov.au/educational-pathways



Board Content Endorsed Courses

2 units for each Preliminary and HSC

Content Endorsed Course

Rational for the course

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

Children and childhood will be examined from a multidisciplinary perspective and students will be provided opportunities to link theory and practice.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

Some of the issues studied include:-

- Conception, pregnancy and birth.
- Development and growth.
- Starting school.
- Play
- Children and literature
- Health and Safety
- Working with children
- Nutrition
- Special needs
- Children and Technology

Assessment is based on a range of tasks both practical and theoretical.

There is not a HSC exam, however, the subject will appear on the student's HSC with an assessment mark.

This subject is compatible with Community & Family Studies and Society and Culture

Course: Marine Studies
Board Content Endorsed Course

Course Fee:

A course fee of \$10 applies to all students studying Year 11 or Year 12 Marine Studies. This fee helps to offset the substantial cost of materials and specialised equipment used by the students.

Course outline: Marine Australia consists of 69,630 kilometres of coastline, 14.8 million square kilometres of continental shelf, 12000 islands, 783 major estuaries AND all of the life that this huge area contains. The Marine studies course covers both practical and theoretical aspects of the marine environment. A key issue is how to strike a balance between using marine resources for human benefit and protecting the natural heritage of marine areas. There is a strong focus in the course on solving real life problems.

Topics: There is an eight-week core that covers the following topics: safety, first aid, the marine environment, life in the sea and marine employment opportunities. The rest of the preliminary and HSC course consists of modules agreed upon by the teacher and class. There are 23 optional modules from which to choose.

They are:

- | | |
|------------------------------------|---|
| 1 Resuscitation Certificate | 2 First Aid Certificate |
| 3 Dangerous Marine Creatures | 4 Estuarine Studies |
| 5 Coastal Studies | 6 Coral Reef Ecology |
| 7 Local Area Study | 8 Sea Birds of Our Coast |
| 9 Commercial and Recreational | 10 Fishing |
| 11 Aquaculture | 12 Marine Resource Management |
| 13 Marine Aquarium | 14 Anatomy of Marine Organisms |
| 15 Seafood Handling and Processing | 16 Skin Diving and Diving Science |
| 17 Marine Engineering | 18 Marine Archaeology |
| 19 Boating and Seamanship | 20 Marine Craft Construction and Repair |
| 21 Pilotage and Navigation | 22 Marine Communication |
| 23 Wind Powered Craft | |

There is a strong emphasis on the real-life aspects of the course and, in particular, the links to practical areas of Marine Studies and how these are important to vital primary industries, tourism, recreation and safeguarding our seas and oceans

Course: Photography, Video and Digital Imaging

Course No: 35228

2 Units for each of Preliminary and HSC

Content Endorsed Course

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

Course Fee:

Year 11 - \$65

Year 12 - \$65

Course description:

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 and 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. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Main Topics Covered:

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

- Wet Photography
- Video
- Digital Imaging

Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts

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

Particular Course Requirements:

Students are required to keep a portfolio throughout the course.

Course: Sport, Lifestyle and Recreation Studies
Board Content Endorsed Course

Exclusions: Students studying Board Developed PDHPE must not study SLR modules that duplicate PDHPE modules.

Course Description:

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

This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

The course aims to:

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

Main topics covered:

A range of practical topics are explored in the SLR course. The following topics are studied through both theory and practical classes:

- Aquatics
- First Aid
- Sports Coaching
- Fitness
- Resistance Training
- Outdoor Recreation
- Sports Administration
- Healthy Lifestyle
- Games & Sports Applications

Course Fee:

Students will be required to pay for use of outside venues such as gym, squash, tennis and other sports facilities.

Students will be invoiced the cost of full time classes at the venue.

Visual Design

Non ATAR

Course: Visual Design

Course No:

2 Units for each of Preliminary and HSC

Content Endorsed Course

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

Course Fee:

Year 11 - \$65

Year 12 - \$65

Course description:

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

Visual Design provides opportunities for students to pursue their abilities and interests in design fields that offer a wide range of tertiary courses and work opportunities. At a more general level it enables students to make design decisions related to their own lives.

Main Topics Covered:

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

- Graphic Design
- Wearable Design
- Product Design
- Interior/Exterior Design

Modules include:

- Publications and Information
- Illustration and Cartooning
- Interactive and Multimedia
- Clothing and Image
- Jewellery and Accessories
- Packaging
- Furniture
- Structures and Environments
- Stage Sets and Props

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

Particular Course Requirements:

Students are required to keep a diary throughout the course.

Work Studies

Non ATAR

Course: Work Studies

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

This course in Work Studies will assist students:

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

Stage 6 Life Skills Courses

Citizenship and Society Life Skills

Course: Citizenship and Society Life Skills

Course No: P12830 / H16630

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions:

Course Description:

The Stage 6 Citizenship and Society Life Skills course focuses on the development of the knowledge and understanding, skills, values and attitudes that will enable students to participate as individuals in all aspects of Australian society.

The course emphasises practical experiences of a range of roles and responsibilities in everyday activities. Students can develop their skills in travelling around the local community and gain an understanding of the importance of balancing work and training with planned holidays. The course focuses on personal roles, rights and responsibilities in relation to the law, and emphasises what it means to be a citizen of Australia and to participate in democratic processes. Students will have the opportunity to develop their knowledge and understanding of social, cultural and environmental features of Australia, as well as the opportunity to engage with the wide range of significant people, issues and events that have influenced Australia's development. The course will also examine key events, issues and challenges facing Australia and the world today and how they may be addressed.

Main Topics Covered:

The structure of the Citizenship and Society Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The modules are:

- Participation as an Individual in Adult and Community Life
- Social, Cultural and Environmental Features of Australia
- Travel and Holidays
- Citizenship and the Law
- Significant People, Events and Issues in Australia's History
- Significant People, Events and Issues for Australia and the World today

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the students participation in many aspects.

Particular Course Requirements:

The completion of a transition-planning process for each student is a condition of access to the Citizenship and Society Life Skills course.

Assessment

As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.

Creative Arts Life Skills

Course: Creative Arts Life Skills **Course No:** P12850 / H16650

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions:

Course Description:

The Stage 6 Creative Arts Life Skills course focuses on the development of an awareness, and understanding of the visual arts, music, drama, and dance that offer creative opportunities for self-expression and personal choice, communication, and the sharing of cultural views.

Music provides opportunities for students to listen and respond to a range of musical styles and to make and perform music individually and in groups. Movement and Dance provides opportunities for students to experience and respond to different movements and dance styles. Through making, performing and appreciating their own dramatic works as well as those of others, students may enjoy their learning and participate in drama and theatre experiences in post-schooling environments. Learning opportunities in Painting, Drawing, Photography and Printmaking provide opportunities for students to investigate different concepts and ideas of interest that can be represented in drawings, paintings and photographs. Ceramics, 3D Forms and Fibre provide opportunities for students to investigate different concepts and ideas of interest that can be represented in clay objects and forms, sculptures, models, constructions and fibre.

Electronic media expand the range of experiences students may have in making artworks in two and three dimensions. These technologies encourage students to explore concepts and ideas from different sources in imaginative and creative ways.

Study in the Stage 6 Creative Arts Life Skills course should contribute to students' appreciation of the arts, their quality and enjoyment of life and assist them to prepare for various post-schooling opportunities.

Main Topics Covered:

The structure of the Creative Arts Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The modules are:

- Music
- Movement and Dance
- Drama and Theatre
- Visual Arts – Painting, Drawing, Photography and Printmaking
- Visual Arts – Ceramics, 3D Forms and Fibre
- Visual Arts – Electronic Media

Within a module teachers will design a program that includes the outcomes and content that are most appropriate to the students participation in many aspects of daily living.

Particular Course Requirements:

The completion of a transition-planning process for each student is a condition of access to the Creative Arts Life Skills course.

Assessment

As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.

English Life Skills

Course: English Life Skills

Course No: P11170

2 units Preliminary course of study

It may be delivered flexibly across the Preliminary and HSC years.

Board Developed Course

Exclusions: English (Advanced); English (Extension); English Studies

Course Description:

This is a skills-based course with opportunities for flexible delivery to meet students' needs. The needs of students should determine all aspects of the course including areas such as modules studied, and text and activities chosen. It aims to support students in their study of the English (Standard) course or the English EAL/D course and the English language demands of the other subjects at Stage 6.

Main Topics Covered:

Fundamentals of English Course

Students undertake:

- Module A: Approaches to Area of Study in English (Compulsory) and up to four additional Modules chosen from:
- Module B: Oral Communication Skills
- Module C: Writing for Study
- Module D: Investigative Skills
- Module E: Workplace Communication

Particular Course Requirements:

All modules involve a minimum of 24 indicative hours of study. Module A is compulsory. Students must complete a minimum of three modules. They may undertake other modules (with a minimum of 24 indicative hours of study) or apply the balance of time to additional work in the modules they have already undertaken.

External Assessment: N/A

Mathematics Life Skills

Course: Mathematics Life Skills

Course No: P12810 / H16610

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions:

Course Description:

The Stage 6 Mathematics Life Skills course focuses on the development of students' ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school life.

The course emphasises the application of mathematical operations to practical situations and the development of problem solving in real-life situations. Students have the opportunity to develop their practical skills in operations and calculations with money as well as the management of their personal finances. They can develop the capacity to manage personal time and schedule activities. The course also provides students with the opportunity to develop skills in the use of measurement tools and units in a range of situations.

Study in the Stage 6 Mathematics Life Skills course should enhance students' access to community living, further education, training and employment.

Main Topics Covered:

The structure of the Mathematics Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The modules are:

- Numeration
- Operations
- Time
- Space
- Money
- Measurement

Within a module teachers will design a program that includes the outcomes and content that are most appropriate to the students participation in many aspects of daily living.

Particular Course Requirements:

The completion of a transition-planning process for each student is a condition of access to the Mathematics Life Skills course.

Assessment

As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.

Personal Development Health and Physical education Life Skills

Course: Personal Development, Health and
and Physical Education Life Skills
2 units for each of Preliminary and HSC
Board Developed Course

Course No: P12820 / H16620

Exclusions:

Course Description:

The Stage 6 Personal Development, Health and Physical Education Life Skills course focuses on the development of the values and attitudes, knowledge, understanding and skills that will enable students to lead safe, healthy, active and productive lives.

The course emphasises effective management of a range of personal health issues that are critical to daily life. Students can develop a broad understanding of the importance of health practices that will enable them to lead healthy lifestyles. They will have the opportunity to participate in activities that will enhance their ability to engage appropriately in a range of interpersonal relationships. Student's effective participation in a range of post school environments will be supported by the development of skills in a range of safe living practices. The course will assist students to engage in a range of leisure activities that will enhance their post-school life as well as providing students with experiences and information to enable them to engage in outdoor activities as a participant or spectator.

Main Topics Covered:

The structure of the Personal Development, Health and Physical Education Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The modules are:

- Growth and Development
- Developing and Maintaining a Healthy Lifestyle
- Interpersonal Relationships
- Safe Living
- Leisure
- Outdoor Recreation

Within a module teachers will design a program that includes the outcomes and content that are most appropriate to the students participation in many aspects of daily living.

Particular Course Requirements:

The completion of a transition-planning process for each student is a condition of access to the Personal Development, Health and Physical Education Life Skills course.

Assessment

As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.

Science Life Skills

Course: Science Life Skills

Course No: P12840 / H16640

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions:

Course Description:

The Stage 6 Science Life Skills course focuses on the development of knowledge and understanding of the relationship between people and the natural environment. The course also emphasises the development of skills and responsible attitudes that enable students to use and manage the earth's resources in everyday living situations.

The course examines of the factors that influence the earth's environment and its relationship with the sun and other bodies in the universe with an emphasis on the importance of climate and weather and the need to maintain a balance in nature. Students can develop skills in identifying the essential differences between living and non-living things, with opportunities to develop greater knowledge and understanding of the nature, range and habitats of a wide variety of living things. The course explores the nature, type and importance of resources, and students will have opportunities to examine the effective and responsible use and management of resources in the environment. Students will have the opportunity to identify and value the many ways plants are used in the environment and will also have an opportunity to develop skills in planning, and participating in the management of, a garden. Students can also develop skills in animal care and management. Students will have opportunities examine the sources, types and nature of energy used in daily environments.

Main Topics Covered:

The structure of the Science Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The modules are:

- The Earth and Its Surroundings
- Living Things
- Managing Resources in the Local Environment
- Horticulture
- Animal Care
- Obtaining and Using Energy

Within a module teachers will design a program that includes the outcomes and content that are most appropriate to the students' participation in many aspects of daily living.

Particular Course Requirements:

The completion of a transition-planning process for each student is a condition of access to the Science Life Skills course.

Assessment

As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.

Technology and Applied Studies Life Skills

Course: Technological and Applied Studies Life Skills **Course No:** P12860 / H16660

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions:

Course Description:

The Stage 6 Technological and Applied Studies Life Skills course focuses on the development of the knowledge, skills and confidence required for students to become informed, responsible individuals, and to facilitate and maximise their participation in a technological world.

This course provides students with opportunities to develop skills in accessing technology to facilitate their greater participation and independence in post-school environments. Students can extend their knowledge and understanding of, and skills in menu planning for a variety of occasions, and in the purchase and preparation of food using a range of resources. Students will have the opportunity to work with a range of materials, tools and machinery to complete specific projects. They will be provided with experiences that will increase their knowledge and understanding of essential features of home management, care and organisation. The course provides students with opportunities to develop their skills in the care and maintenance of clothing. Students can also enhance their capacity to use a range of appliances, machinery and equipment they will encounter in post-school environments.

Main Topics Covered:

The structure of Technological and Applied Studies Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The modules are:

- Accessing Technology
- Food Purchasing and Preparation
- Working with Materials, Equipment and Machinery
- Home Management, Care and Organisation
- Clothing Care
- General Maintenance of Appliances, Machinery and Equipment

Within a module teachers will design a program that includes the outcomes and content that are most appropriate to the students' participation in many aspects of daily living.

Particular Course Requirements:

The completion of a transition-planning process for each student is a condition of access to the Technological and Applied Studies Life Skills course.

Assessment

As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.

Work and the Community Life Skills

Course: Work and the Community Life Skills

Course No: P12870 / H16670

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions:

Course Description:

The Stage 6 Work and Community Life Skills course focuses on the skills, knowledge, understanding, values and attitudes that students need for employment, participation and independence in the community.

The course emphasises the development of student's understanding of the nature, patterns, variety and implications of paid, and volunteer work. Students can develop a personal portfolio and will have the opportunity to clarify their expectations of workplace and community-based environments on the basis of actual experiences. They will be provided with a broad range of information, skills and experience in important aspects of the post-school environments they will encounter. The course focuses on skills in communication, awareness of rights and responsibilities and safe and successful working practices. Opportunities will be provided for students to develop skills through graduated experiences and participation in the workplace and community-based learning environments that have been determined through the individual transition-planning process.

Main Topics Covered:

The structure of the Work and Community Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The modules are:

- Understanding the World of Work
- Planning for Participation in Workplace and Community-Based Learning
- Developing a Portfolio in Preparation for Employment
- Introduction to the Workplace or Community-Based Learning Environments
- Dealing with Workplace and Community-Based Learning Environment Issues
- Participating in Workplace Learning and Community Based Learning Experiences

Within a module teachers will design a program that includes the outcomes and content that are most appropriate to the students participation in many aspects of daily living.

Particular Course Requirements:

The completion of a transition-planning process for each student is a condition of access to the Work and Community Life Skills course.

Assessment

As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.

Notes