

KNOWLEDGE IS POWER

Cowra High School



Senior Prospectus

Year 11 2024



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LETTER TO STUDENTS

Dear Student

Years 11 (Year 11 HSC Year) and 12 (HSC Year) are the culmination of 13 years of schooling for most students. The next two years will be challenging and rewarding. During this time you will develop knowledge, skills and most importantly values to successfully transition from the relatively secure and predictable secondary education environment to be engaged as citizens in a complex and dynamic society.

As a student in the senior years, you will experience more independence and privileges. However, with this comes increased responsibility. To succeed at a high level, each student in Years 11 and 12 must either have, or quickly develop, independent learning skills. Thus, you must be able to organise yourself and allocate time carefully to study and to participate in other pursuits to ensure you achieve your educational goals. The teaching team at Cowra High School will assist you to do this.

Educators at Cowra High School are committed to working with you to achieve your goals. You will experience a nurturing, yet challenging learning environment that will help to maximise your achievement.

We have organised this Prospectus so that you and your parents have a clear understanding of the wide range of electives and pathways on offer over the next two years. The Vocational Education and training subjects in this booklet are particularly relevant to those students seeking a qualification, enter the workforce or complete a trade beyond school.

Each of you will need to make choices about subjects and patterns of study over the coming days and weeks. As part of this process you may have an interview with a team of teachers. The interview will help guide your selections to ensure the subjects and levels you choose are appropriate for your future studies and career aspirations. Please also be encouraged to talk with teachers and Head Teachers to ensure your selections of levels within subjects match your skills and future aspirations. This is particularly important for English and Mathematics.

Your aim is to attain the best Higher School Certificate results you can. Choose courses that you are good at, interested in and may use in the future.

Cowra High School's aim is to celebrate your Higher School Certificate and see that you have confidence in your learning and future career goals.

Good Luck with your selections.

Warmest regards

Mrs Helene Hamilton
Principal



HIGHER SCHOOL CERTIFICATE (HSC)

Course requirements

To obtain a Higher School Certificate (HSC) you must first complete the Year 11 Course for each subject you choose. Year 11 Courses are studied in Terms 1, 2 and 3 of Year 11 and must be successfully completed before a student may progress to the HSC Course. HSC Courses commence in Term 4 of Year 11 and conclude with the HSC Examination in Term 4 of Year 12.

Courses are offered in units. One unit of study is equal to approximately 60 hours of study over each year. Most courses offered are 2 units: that is, 120 hours of study per year per course. This means a 2 unit subject is studied for approximately 3.5 hours per week.

Requirements for the award of the HSC:

1. For the Year 11 Course you must select at least 12 units of study. For the HSC (Year 12) course you must complete at least 10 units of study.
2. You must study at least 6 units of Board Developed courses including:
 - at least 2 units of English (English is the only compulsory course to gain a HSC);
 - at least 3 courses of 2 units value or greater;
 - at least 4 subjects (including English);
 - a maximum of 6 units of Science.

Course Selection

There are two types of courses in the senior school:

1. Board Developed Courses are designed by NESA, Teaching and Educational Standards (BOSTES) and conclude with a HSC Examination at the end of Year 12. An Australian Tertiary Admissions Rank (ATAR) is calculated using marks from this type of course. The ATAR is explained on bottom of page 10.
2. **Board** Endorsed Courses and **Content** Endorsed Courses are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC Examination and do not contribute towards the calculation of an ATAR.

Board Developed Courses and Board Endorsed courses may be general education courses or vocational education (VET) courses. A VET course provides students with some of the skills and qualifications necessary for future traineeships or apprenticeships. They enable students to gain part of the employment qualification training while still at school.

Selections

Most students will choose 6 two unit subjects for the Year 11 Course. The exceptions are:

- students choosing One Unit extension courses will be required to take 13 units
- students choosing a 4 Unit TAFE/VET course will be required to take 14 Units.

Choosing your courses

Your aim is to get the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future.



When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work or perform as part of your exams? Talk with your teachers about your strengths and weaknesses as well as individual course requirements, before making your selections.

If you choose courses you dislike or find too difficult, just because your proposed career needs them, you probably need to reconsider your career choice.

Many courses at senior level are harder than you have attempted so far and if you are serious about doing your best, you will need to study longer hours at home.

When deciding on the difficulty of courses be guided by the opinions of teachers who know your ability.

Pathways Program of Study

A Higher School Certificate may be accumulated over a period of up to five years. If you wish to extend the time taken to obtain your HSC to allow for other activities such as work, family commitments etc, please seek the advice of the School's Careers Adviser.

Study Lessons

All senior students are expected to remain at school for the entire day, including Wednesdays. When a student does not have a timetabled lesson they are to attend study in the Health Hub. A roll is marked for study and students who fail to attend are processed through the school truancy procedures.

Work Placement

Many VET Courses (and all Category B VET courses) require a mandatory work placement. 70 hours per 2 years of work placement is required for each subject.

If you choose more than one subject that requires a work placement, you will be expected to complete some of your work placements during school holidays to reduce the number of weeks you will be absent from class.

School Based Traineeships and Apprenticeships

You can combine HSC study with a part time traineeship or apprenticeship. These combine paid work and training and will lead to a recognised AQF VET credential and count towards your HSC.

Please see the Careers Adviser if you are interested.

All My Own Work (AMOW)

As part of HSC study, you will start to complete assessment tasks and to help you with this is the *HSC All My Own Work* program. This program helps you understand your rights and responsibilities in the HSC and ethical issues such as plagiarism and copyright. It prepares you for senior study, where you will do more independent learning and your teachers will expect more of your research. The HSC All My Own Work (AMOW) program must be completed prior to a student's first assessment task. AMOW is a mandatory BOSTES requirement. Students who do not complete AMOW prior to their first assessment task will receive a zero mark for any assessment until AMOW is completed.

<http://amow.boardofstudies.nsw.edu.au>



RECORD OF SCHOOL ACHIEVEMENT (ROSA)

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). More information about the RoSA can be found at <http://www.boardofstudies.nsw.edu.au/rosa/>

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Year 11 Stage 6 courses and grades, and participation in any uncompleted Year 11 Stage 6 courses. It is of specific use to students leaving school prior to the HSC

In summary, to qualify for the award of RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESAs; and
- completed Year 10.

Literacy and Numeracy Test – RoSA

Students intending to leave school can take optional online literacy and numeracy tests. The tests are for students who intend to leave school before completing their HSC. They are designed to show an overview of a student's level of achievement in these areas. The tests are available online and can be completed at any time. The tests are optional so students must inform the school if they wish to sit the test.

'N' Determinations

An 'N' Determination indicates that a student has not satisfactorily completed a course and can be given to students who fail to meet requirements in any subject.

OUR AIM: To assist all students realise their potential and gain Higher School Certificate credentials.

Every support, encouragement and assistance is provided to Higher School Certificate candidates. Where there are concerns about student progress then the student will be interviewed and/or parents contacted. 'N' Determinations are issued in the event of unsatisfactory classroom progress or non-completion of Assessments.

The following list suggests concerns which may lead to the issue of 'N' Determination warnings.

Please Note:

- An 'N' Determination is issued as a 'last' resort
- To 'N' Determine a student at least two warning letters must have been sent to the student's parent/caregiver.

The NESAs lists 3 criteria for the issue of an 'N' Determination.

The following behaviours may act as 'triggers' for the issue of 'N' warning letters.



1. FOLLOWED THE COURSE DEVELOPED OR ENDORSED BY THE BOARD

A student may be regarded as not doing this if he/she displays evidence of one or more of the following:-

- Inadequate attendance
- Inadequate work completion
- Insignificant involvement in class activities
- Limited evidence of learning/knowledge and/or understanding
- Inadequate attention to practical work, fieldwork, written tasks

2. APPLIED THEMSELVES WITH DILIGENCE AND SUSTAINED EFFORT TO THE SET TASKS AND EXPERIENCES PROVIDED IN THE COURSE BY THE SCHOOL

A student may be regarded as not doing this if he/she displays evidence of one or more of the following:-

- Poor assessment/test/assignment results
- Limited participation in learning experiences
- Inadequate attendance
- Poor note development
- Inadequate attention to practical work, fieldwork, written tasks
- Limited evidence of learning/knowledge and/or understanding

3. ACHIEVED SOME OR ALL OF THE COURSE OUTCOMES

A student may be regarded as not doing this if he/she displays evidence of one or more of the following:-

- Poor attendance
- Inappropriate attitude toward teacher instruction regarding work attempts and/or completion
- Limited evidence of learning/knowledge and/or understanding

STUDY BEYOND YEAR 12

TAFE and Private Colleges

After Year 12 many students choose to undertake additional courses through registered training providers such as NSW TAFE or Private Colleges. Entry to most courses do not require an ATAR. Some students who study these courses continue on to University without an ATAR once they have completed a vocational training course.

If you do not require an ATAR you need only choose 6 units of Board Developed Courses to satisfy the requirements for the award of a Higher School Certificate.

Many school subjects provide credit transfer and/or may give “advanced standing” in various TAFE and Private College courses, for example, NSW TAFE recognises more than 38 Higher School Certificate courses in over 120 TAFE courses.

For information about advanced standing and credit transfers, please see the Careers Adviser or visit www.tafensw.edu.au.



Universities

To gain entry to university courses students must satisfy the entry requirements of the university. For Year 12 students this normally means obtaining the required Australian Tertiary Admissions Rank (ATAR) for the desired course. Information about the ATAR is included below.

Some university courses also require that particular subjects have been studied in Year 12; these are called prerequisites. Other courses may indicate assumed knowledge ie. it is not mandatory to have studied a particular course at school, but the university assumes you have some knowledge of it. If you are considering university, check with the school's Career Adviser for information on prerequisites and ATARs for individual universities.

Australian Tertiary Admission Rank (ATAR)

All students who attempt at least 10 units (must include 2 units of English) of Board Developed subjects in Year 12 receive an ATAR. This rank is used by universities to select students for most of their courses. This is the sole purpose of the ATAR.

The ATAR is a scale between 1 and 99.95 which indicates how a student's overall performance compares to others throughout the state. The best performing students in the state obtain an ATAR of 99.95 and all other students will be ranged below this number.

The ATAR is calculated using your best 10 units of Board Developed courses and must include the marks for 2 units of English.



UNDERSTANDING THE HSC

To be awarded the HSC you must have:

- satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each Course
- sat for and made a serious attempt at the Higher School Certificate Examinations
- studied a minimum of 12 units in the Year 11 Course and a minimum of 10 units in the HSC Course.

The NESA publication, “Studying for the NSW Higher School Certificate” – An Information Booklet for Year 10 Students”, contains all the HSC rules and requirements you will need to know.

<https://www.uac.edu.au/future-applicants/year-10-students>

If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC.

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses provided you have selected six units from Board Developed Courses.

Extension Courses

Extension study is available in a number of subjects. Extension Courses build on the content of the 2 unit Course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit Course, extension Courses are available in English, Mathematics, History and Science.

English and Mathematics Extension Courses are available at Year 11 and HSC levels. Students must study the Year 11 extension Course in these subjects before proceeding to the two HSC extension Courses (Extension 1 and Extension 2). The Extension 2 Course requires students to work beyond the standard of the Extension 1 Course.

HSC Extension Courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank (ATAR) has nothing to do with NESA, nor the Department of Education. The ATAR is calculated by the Universities Admissions Centre (UAC), using data provided by NESA. The ATAR provides a measure of overall academic achievement in the HSC that assists universities in ranking applicants for university selection. Admission to most university courses is based on the performance in the HSC with applicants ranked on the basis of their ATAR.

Other criteria such as portfolio, interview, audition or questionnaire may also be taken into account for certain courses in conjunction with the ATAR. For further details on the universities' selection criteria refer to their entries in the relevant UAC Guide.

HSC students who indicate on their HSC Entry Form that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC at about the same time as they receive their HSC results from NESA.

The ATAR is a number between 0.00 and 99.95 with increments of 0.05. An ATAR of 80.00 indicates that a student is in the top 20 per cent of his or her cohort.



Who is eligible for an ATAR?

To be eligible for an ATAR, students must satisfactorily complete at least 10 units of ATAR Courses. These ATAR Courses must include at least:

- eight units from Category A Courses
- two units of English
- three ATAR Courses of two units or greater
- four subjects. (see below)

The fourth point can easily be overlooked or misunderstood. A subject is an area of study (e.g. Mathematics). Within that subject there may be a number of Courses (e.g. Mathematics, General 2, Mathematics, Mathematics Extension 1 and Mathematics Extension 2). If a student studies, for example, Mathematics Extension 1, Mathematics Extension 2, English Advanced, English Extension 1, English Extension 2 and Biology they will not meet the four subjects requirement because they have only studied three subjects: Mathematics, English and Biology.

When and how is the ATAR released?

ATARs are released in December each year on UAC's website. The actual release date for the ATAR each year can be found on the inside front cover of the UAC Guide and on UAC's website at <https://www.uac.edu.au/key-dates>

How is the ATAR used?

The ATAR is used by institutions (either on its own or in conjunction with other selection criteria) to rank applicants for selection into Courses.

Does UAC have an ATAR calculator?

No. UAC only advises students of their official ATARs on ATAR release day in December each year. UAC does not endorse the use of ATAR calculators. ATAR calculators do not use current data so can only be a general indication of a student's possible ATAR.

Can English Studies and Mathematics Standard 1 count towards the ATAR?

Yes. These courses have external HSC Examinations and can be included in the ATAR calculation. Students who undertake these courses will be eligible for an ATAR if they don't select any other Category B courses. Therefore, if your pattern of study has both English Studies and Maths Standard 1, you will NOT be eligible for an ATAR.

Are external-delivered Courses Category B Courses?

Some external-delivered HSC VET (EVET) Courses are Category B Courses. Others are endorsed by NESA, and contribute to the HSC, but not the ATAR. ATAR Courses (either Category A or Category B) must be Board Developed Courses for which NESA conducts Examinations that yield graded assessments.

Which Courses count towards the ATAR?

Only ATAR Courses can be used in the calculation of the ATAR. The ATAR is calculated from an aggregate of scaled marks of ATAR Courses, including two units of English and the best eight units from the remaining Courses (according to the ATAR rules).

The ATAR Advice Notice lists the Courses included in the calculation of the ATAR. Just looking at HSC marks is not enough to determine which Courses will be included in the ATAR. Sometimes the Course with the lowest HSC mark will not count, but this is not always the case. Remember that scaled marks, not HSC marks, are used to calculate the ATAR.



Which Courses get a good ATAR?

Just about any combination of Courses can lead to a good ATAR; it all depends on how well a student has done in all their Courses in comparison to other students.

Students shouldn't choose courses based on what they believe are the likely effects of scaling. Choices should be based on interests, demonstrated abilities and the value of Courses for future career plans.

Are certain Courses always 'scaled up' or 'scaled down'?

No. Scaling is carried out afresh each year. If the quality of the candidature changes, the scaled mean will also change. The scaled mean of all Courses except Mathematics Extension 2 is lower than the HSC mean.

Can choosing certain Courses increase a student's ATAR?

No. Scaling is carried out afresh each year, so the scaled means are different every year. It is a myth that choosing certain courses increases the ATAR.

What happens if a Course isn't satisfactorily completed?

If a student doesn't satisfactorily complete a course, that course will not count towards meeting their ATAR requirements. If the course is a 2-unit Course with an associated extension Course in which the student is enrolled, the extension Course will not count either.

Receiving a mark for a Course on the student's Record of Achievement issued by NESA, is an indication that the student has satisfactorily completed that Course.

APPLICATION

Course requirements/outcomes in Year 11 must be satisfactorily completed prior to the student being granted eligibility to progress to the HSC Course. Students will be granted eligibility to enter the HSC Course if they have satisfactorily completed course outcomes as evidenced by:

- classwork
- assessment tasks
- examination

If, during the course, the student is not applying her/himself and/or is not meeting course requirements, a warning notice will be issued in time for the concern to be addressed. A further warning notice will be issued if the problem has not been rectified.

In addition to issuing warning notices, students will be interviewed and assisted in their attempts to improve. If, following this, the situation persists, the students may be nominated to NESA as being unsatisfactory. It may then arise that the student is ineligible for being awarded the HSC in that subject.

CHANGING SUBJECTS/COURSES

It is not advisable to have the attitude that you can 'try out' subjects and change them if you don't like them. It is wiser to find out as much as you can about courses *before* you select them. Changing subjects should not be taken for granted. Consideration should be given to the following:

- the subject you wish to change into may not have vacancies
- there may be too much work to make up

Students may jeopardise their eligibility for the Year 11 and HSC Courses if they alter their pattern of study or absent themselves from a course without the approval of the Careers Adviser, NESA Co-ordinator and



Head Teachers. Any student who wishes to change courses or subjects will need to consult with the Careers Adviser, Head Teachers, Deputy Principal and Principal.

Changes after Week 3 of Term 1 of Year 11 will need to be negotiated with the Head Teacher. Change of subject paperwork will need to be completed and approved by the student, parent, Head Teacher/s of relevant courses and Deputy Principal Ms Robinson.

BOARD DEVELOPED COURSES

These Courses are developed by NESA. The syllabus for each course contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC Course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Developed Courses are classified by the universities as Category A or Category B Courses. Only the best two units from your Category B Courses are available for inclusion in the calculation of your ATAR. The criteria for Category A Courses are academic rigour, depth of knowledge and understanding, and the degree to which the course contributes to assumed knowledge for tertiary studies.

What are Category A Courses?

These courses have academic rigour and depth of knowledge to provide background for tertiary studies.

Examples include Mathematics and Geography.

For a complete list of Category A Courses, see the UAC

Guide or visit www.uac.edu.au/undergraduate/atar

What are Category B Courses?

Category B Courses are Courses that don't provide an adequate background for tertiary studies, but they can contribute to the ATAR when combined with Category A Courses. No more than two units of Category B Courses can be included in the ATAR calculation. Examples include Human Services and Hospitality.

For a complete list of Category B Courses, see the UAC Guide or visit www.uac.edu.au/undergraduate/atar

For a Category B Course to be included in the ATAR calculation, students must be enrolled in the Course with NESA and sit an exam.

CONTENT ENDORSED COURSES

There is no external Examination for any Content Endorsed Course, but all Content Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. **(Content Endorsed Courses do not count in the calculation of the ATAR.)**



SCHOOL DELIVERED CATEGORY B VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Vocational Education and Training (VET) Courses may be either Board Developed or Board Endorsed. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations.

These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.

These courses each have a specific workplace component and a minimum number of hours students spend in the workplace. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

NESA has developed curriculum frameworks for 12 industries. Within each framework there are a number of courses. Only one 240-hour course in any framework can contribute towards the ATAR. You must undertake a work placement to complete these courses successfully.

These VET Courses have been classified as Category B Courses by the Universities Admissions Centre. Only the best two units from any Category B Course may be used in the calculation of the Australian Tertiary Admission Rank (ATAR), which means that only 1 VET Course can count towards the ATAR, provided the student sits the written Examination in the HSC as well as other requirements for the course.

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

School based apprenticeships and traineeships prepare students for a career in a particular industry, provide a training wage and skills training both on-the-job and off-the-job at school, EVET provider or with a private training provider.

Only some traineeships and apprenticeships have been approved to be undertaken by school students. Lists of approved school based apprenticeships and traineeships are available at www.sbatinnsw.info

Should a student wish to undertake a school based apprenticeship or traineeship it is their responsibility to find a suitable employer.

Once a student has been offered a school based apprenticeship or traineeship by an employer they must contact the school's career adviser and complete the Notification to Establish a School Based Apprenticeship/Traineeship form. A student cannot undertake a school based apprenticeship or traineeship unless the form is completed and approval has been granted by the school principal.

Students interested in becoming a school based apprentice or trainee should contact their Careers Adviser for more information.



LIFE SKILLS COURSES AS PART OF A SPECIAL PROGRAM OF STUDY

Stage 6 (Years 11 and 12) Life Skills Courses will be available for students following a Special Program of Study for the Higher School Certificate. Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four generic Life Skills Courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Year 11 and HSC years.

Life Skills Courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Year 11 Course and a 2 unit HSC Course. The Board expects that most students would meet the outcomes for a 2 unit Year 11 and a 2 unit HSC Course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

ACRONYM OF WORDS

ATAR	Australian Tertiary Admission Rank
VET	Vocational Education and Training
TVET	Technical and Vocational Education and Training
HSC	Higher School Certificate
NESA	NSW Education Standards Authority
RoSA	Record of School Achievement



COURSES ON OFFER AT COWRA HIGH SCHOOL

CATEGORY A COURSES BOARD DEVELOPED COURSES
Aboriginal Studies
Agriculture
Ancient History
Biology
Business Studies
Chemistry
Community and Family Studies
Dance
English – Advanced
English – Standard
English Studies
English Extension 1
English – Extension 2 (HSC only)
Food Technology
Geography
History Extension (HSC only)
Hospitality
Industrial Technology – Timber
Investigating Science
Japanese Beginners
Japanese Continuers
Legal Studies
Mathematics Advanced
Mathematics - Extension 1
Mathematics - Extension 2 (HSC only)
Mathematics – Standard 1
Mathematics – Standard 2
Modern History
Music
Personal Development, Health & Physical Education
Physics
Society and Culture
Visual Arts

BOARD DEVELOPED CATEGORY B COURSES
English Studies (need at least 8 units of Category A courses as well to qualify for an ATAR)
Mathematics Standard 1 (need at least 8 units of Category A courses as well to qualify for an ATAR – Cannot take this course and English Studies if you want an ATAR)
VOCATIONAL EDUCATION COURSES SCHOOL DELIVERED
Construction - ATAR
Hospitality - ATAR
Manufacturing and Engineering - Non ATAR
Primary Industries - ATAR
Sports Coaching - Non ATAR
CONTENT ENDORSED COURSES SCHOOL DELIVERED
Numeracy- Non ATAR
Sport, Lifestyle & Recreation- Non ATAR

EXTERNALLY DELIVERED COURSES WILL REQUIRE A SEPARATE EXPRESSION OF INTEREST FORM WHICH MUST BE OBTAINED FROM Ms Megan Robinson

Students wishing to be considered for the following courses must see the relevant Head Teachers for application paperwork:

Mathematics, Mathematics Ext 1 – Mrs Yates
 English Advanced, English Ext 1 – Mrs Rowston



COURSE COSTS

Course costs are different to General School Contributions.

Course costs are compulsory if a student chooses to study the subject and are used directly to purchase resources and consumables used during the teaching of the Course. Where possible Course costs have been kept to a minimum to ensure students can access the full curriculum. In terms of practical subjects there are minimum costs that each student will be responsible for to allow them to meet the requirements of the Course. It is expected the Course costs will be paid to the front office of the school within the first four weeks of a student beginning the Course.

If students/families are having financial difficulty in meeting the Course costs, support may be available through the development of a payment plan or through the student assistance program. More details can be obtained by contacting Deputy Principal Ms Megan Robinson.

COURSE COSTS		
SUBJECTS	YEAR 11	YEAR 12
Agriculture	\$20	\$20
Chemistry	\$15	\$15
Construction VET	\$80	\$80
Dance	\$20	\$40
Food Technology	\$80	\$80
Hospitality VET	\$110	\$100
Industrial Technology - Timber	\$100	\$50
Japanese Beginners	\$20	\$20
Japanese Continuers	\$20	\$20
Manufacturing and Engineering VET	\$100	\$100
Music 1	\$30	\$30
Primary Industries VET	\$100	\$80
Visual Arts	\$50	\$50



SUBJECTS

Aboriginal Studies

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

Exclusions: Nil

Course Description

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

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

Year 11 Course

- Part I: Aboriginality and the Land
- Part II: Heritage and Identity
- Part III: International Indigenous Community: Comparative Study
- Part IV: Research and Inquiry Methods: Local Community Case Study

HSC Course

- Part I – Social Justice and Human Rights Issues
- Part II – Case Study of an Aboriginal community for each topic
- Part III – Research and Inquiry Methods – Major Project: Choice of project topic based on student interest.

Particular Course Requirements

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

Course Cost: Nil



Agriculture

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Year 11 Course

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

HSC Course

Core (80%)

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

Elective (20%)

Choose ONE of the following electives to study:

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

Particular Course Requirements

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

Students will learn about plant and animal production and explore a range of topics including anatomy and physiology, genetics, technology and aspects of farm management. Students will engage in formal assessment tasks that apply the knowledge learnt in class to farm based scenarios.

**Course Cost: \$20.00 – Year 11
\$20.00 – Year 12**



Ancient History

2 Units for Year 11 (Year 11) and Year 12 (HSC)

Board Developed Course **counts towards ATAR - Category A**

Exclusions: Nil

Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

Content

Year 11

The Year 11 course comprises three sections.

- Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies')
 - Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.
- Features of Ancient Societies (40 indicative hours)
 - Students study at least two ancient societies.
- Historical Investigation (20 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12

The Year 12 course comprises four sections.

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- One 'Ancient Societies' topic (30 indicative hours)
- One 'Personalities in their Times' topic (30 indicative hours)
- One 'Historical Periods' topic (30 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 12.

Course Requirements

Year 11

In the Year 11 course, students undertake at least two case studies.

- One case study must be from Egypt, Greece, Rome or Celtic Europe, and
- One case study must be from Australia, Asia, the Near East or the Americas.

Year 12 The course requires study from at least two of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome

Course Cost: Nil



Biology

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

Exclusions: Nil

Course Description

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

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

Topics Covered

Year 11	Year 12
The Year 11 course consists of four modules.	The Year 12 course consists of four modules
Module 1 Cells as the Basis of Life	Module 5 Heredity
Module 2 Organisation of Living Things	Module 6 Genetic Change
Module 3 Biological Diversity	Module 7 Infectious Disease
Module 4 Ecosystem Dynamics	Module 8 Non-infectious Disease and Disorder

Particular Course Requirements

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

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

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

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

Course Fee: Nil



Business Studies

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

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.

Year 11 Course

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

HSC Course

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

Course Cost: Nil



Chemistry

2 Units for Year 11 and HSC

Board Developed Course **counts towards ATAR - Category**

A Exclusions: Nil

Course Description

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

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

Year 11	Year 12
The Year 11 course consists of four modules.	The Year 12 course consists of four modules
Module 1 Properties and Structure of Matter	Module 5 Equilibrium and Acid Reactions
Module 2 Introduction to Quantitative Chemistry	Module 6 Acid/base Reactions
Module 3 Reactive Chemistry	Module 7 Organic Chemistry
Module 4 Drivers of Reactions	Module 8 Applying Chemical Ideas

Particular Course Requirements

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


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

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

Course Cost: \$15.00



Construction (VET)

 <p>Education</p>	2024 Construction Course Descriptor CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3) RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>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.</i>		
Course: Construction Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) - Australian Tertiary Admission Rank (ATAR) eligible course	
<p>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 CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3) https://training.gov.au/Training/Details/CPC20220 & https://training.gov.au/Training/Details/CPC20120. 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 CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.</p>		
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 construction environment and be able to use a personal digital device including a personal computer or laptop.		
Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency		
Core Units CPCCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry CPCCOM1012 Work effectively and sustainably in the Construction Industry CPCCOM1013 Plan and organise work CPCCVE1011 Undertake a basic construction project CPCCOM1015 Carry out measurement and calculations	Elective Units CPCCCM1011 Undertake basic estimation and costing CPCCOM2001 Read and interpret plans and specifications CPCCCA2002 Use carpentry tools and equipment CPCCCA2011 Handle carpentry materials CPCCCM2005 Use construction tools and equipment CPCWHS1001 Prepare to work safely in the construction industry	
Option 1	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components
White Card CPCWHS1001 - Prepare to work safely in the construction industry. The General Construction Induction Training (White Card) will be delivered as part of this course.	Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.	
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 construction industry with the exception of plumbing.	This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.
<p>Examples of occupations in the construction industry: This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer</p>	
<p>Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be `N` determined as required by NESA. You should be work ready before work placement.</p> <p>External Assessment The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. 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 a vocational qualification.</p>	
<p>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.</p> <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>	
<p>Course Cost: Preliminary - \$80.00 HSC - \$80.00</p>	<p>Refunds- Refund arrangements are on a pro-rata basis. Please refer to your school refund policy</p>
<p>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</p>	
<p>Exclusions: VET course exclusions can be checked on the NESA website at https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p>	
<p>2024 Course Descriptor CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.21 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i></p>	



Community and Family Studies

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

Exclusions: Nil

Course Description

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

Main Topics Covered

Year 11 Course

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

HSC Course

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

HSC Option Modules

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

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

Particular Course Requirements

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

Course Cost: Nil



Dance

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

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

Year 11 Course

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

Components to be completed are:

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

HSC Course

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

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

Particular Course Requirements

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

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

**Course Cost: \$20.00 Year 11
\$40.00 Year 12**



English (Advanced)

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

Exclusions: English Standard; English Studies; English EAL/D

Course Description

In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skillful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

What students learn:

Year 11 course

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

Year 12 course

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

Course requirements

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

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



Year 11 course

Students are required to study:

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

Year 12 course

Students are required to study:

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

- **Course Cost: Nil**



English (Standard)

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

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

Course Description

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

What students learn

Year 11 course

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

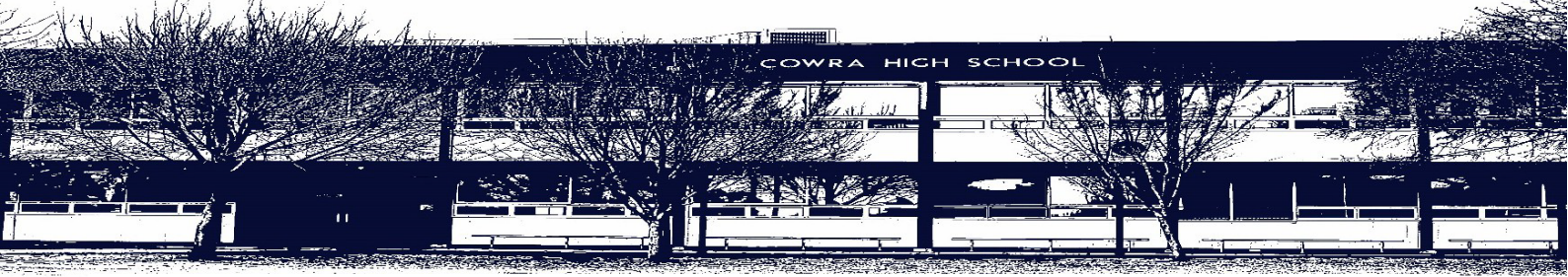
Year 12 course

- The HSC Common Content consists of one module, *Texts and Human Experiences*, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.

Course requirements

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

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



Year 11 course

Students are required to study:

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

Year 12 course

Students are required to study:

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

▪ **Course Cost: Nil**

English (Studies)

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR - Category B** (with the following conditions attached):

Those students who take English Studies in the 2024 HSC and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation. Therefore, English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

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

Suitable for: Students seeking a work/TAFE readiness course. Students seeking university preparatory coursework/ATAR should be completing Standard or Advanced.

Course Description

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.



What students learn:

Year 11 course

Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.

Students study two to four additional syllabus modules (selected based on their needs and interests).

Year 12 course

The HSC Common Content consists of one module, *Texts and Human Experiences*, which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.

Students study two to four additional syllabus modules (selected based on their needs and interests).

Course requirements

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

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

Year 11 course

Students are required to:

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



Year 12 course

Students are required to:

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

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

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

▪ **Course Cost: Nil**

English (Extension)

1 Unit for each of Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

Exclusions: English Standard; English Studies; English EAL/D.

Suitable for: Students who wish to study English at a more challenging level.

- Students must undertake Advanced English as Extension 1 is an additional unit.
- In the HSC year students may elect to continue Extension 1 and complete the additional unit, the Extension 2 Course

Course description

The English Extension course provides students who undertake Advanced English, and are accomplished in their use of English, with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Through engaging with increasingly complex concepts, through a broad range of literature from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

What students learn

Year 11 course

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



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

Year 12 course

English Extension 1

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

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

The electives are

- Literary Homelands
- Worlds of Upheaval
- Reimagined Worlds
- Literary Mindscapes
- Intersecting Worlds

- **Course Cost: Nil**

English (Extension 2)

1 Unit HSC Only

Board Developed Course **counts towards ATAR - Category A**

English Extension 2 is a 1-unit Course, available in Year 12 only, to students who are studying Advanced English and Extension 1 English. The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

Particular Course Requirements

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

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

- short fiction
- creative non-fiction
- poetry



Food Technology

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

Category A Exclusions: Nil

Course Description

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

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

Main Topics Covered

Year 11 Course

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

(30%) HSC

Course

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

Particular Course Requirements

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

**Course Cost: \$80.00 - Year 11
\$80.00 - Year 12**



Geography

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

Exclusions: Nil

Course Description

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

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

Year 11 Course

- Biophysical Interactions – how biophysical processes contribute to sustainable management.
- Global Challenges – geographical study of issues at a global scale.
- Senior Geography Project – a geographical study of student's own choosing.

HSC Course

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

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


Particular Course Requirements

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

Course Cost: Nil



Hospitality (VET)

 <p>Education</p>	<p>2024 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162</p>	
<p><i>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.</i></p>		
<p>Course: Hospitality Board Developed Course (240 hour)</p>	<p>2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course</p>	
<p>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 SIT20322 Certificate II in Hospitality – Release 1 https://training.gov.au/training/details/SIT20322. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>		
<p>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 hospitality environment and be able to use a personal digital device including a personal computer or laptop.</p>		
<p>Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency</p>		
<p>Core BSBTWK201 Work effectively with others SITHIND007 Use hospitality skills effectively SITHIND006 Source and use information on the hospitality industry SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices SITXCCS011 Interact with customers</p>	<p>Elective SITXFSA005 Use hygienic practices for food safety SITHCCC025 Prepare and present sandwiches SITXFSA006 Participate in safe food handling practices SITHFAB024 Prepare and serve non-alcoholic beverages SITHFAB025 Prepare and serve espresso coffee SITHFAB027 Serve food and beverages</p>	
<p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</p>		
<p>Pathways to Industry - Skills gained in this course transfer to other occupations</p>		
<ul style="list-style-type: none"> • Working within the hospitality industry involves • organising information and records in both paper and electronic forms • customer (client) service 	<ul style="list-style-type: none"> • teamwork • using technologies • creating documents 	
<p>Examples of occupations in the hospitality industry:</p> <ul style="list-style-type: none"> <li style="width: 33%;">• Café Attendant <li style="width: 33%;">• Catering Assistant <li style="width: 33%;">• Food and Beverage Attendant <li style="width: 33%;">• Waiter/Waitress <li style="width: 33%;">• Barista <li style="width: 33%;">• Bartender 		



Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be determined as required by NESA. You should be work ready before work placement.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. 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 a vocational qualification.

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 - \$110.00 HSC - \$100.00

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 Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.3

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support



Industrial Technology- Timber Products and Furniture Technologies

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

Board Developed Course **counts towards ATAR - Category A**

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Course Description

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

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

Main Topics Covered

Year 11

Industry Study	15%
Design	10%
Management & Communication	20%
Production	40%
Industry related Manufacturing Technology	15%

HSC

Industry Study	15%
Major Project	60%
Industry related Manufacturing Technology	25%

Particular Course Requirements

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

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

**Course Costs: \$100.00 - Year 11
\$50.00 - Year 12**

PLUS: cost associated with individual Major Project



Investigating Science

2 Units for Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

Exclusions: Nil

Course Description

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

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

Topics Covered

Year 11 The Year 11 course consists of four modules.	Year 12 The Year 12 course consists of four modules
<p>Module 1 Cause and Effect – Observing</p> <p>Module 2 Cause and Effect – Inferences and Generalisations</p> <p>Module 3 Scientific Models</p> <p>Module 4 Theories and Laws</p>	<p>Module 5 Scientific Investigations</p> <p>Module 6 Technologies</p> <p>Module 7 Fact or Fallacy?</p> <p>Module 8 Science and Society</p>

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

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

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

Course Cost: Nil



Japanese Beginners

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

Exclusions: Japanese Continuers. Strict eligibility rules apply to the study of this subject. Check with your teacher.

Course Description

In the Year 11 and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, as well as 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 Cost: \$40 - Year 11
\$40 - Year 12**



Japanese Continuers

2 units for each of Year 11

Board Developed Course **counts towards ATAR - Category A**

Exclusions: Japanese Beginners. Strict eligibility rules apply to the study of this subject. Check with your teacher.

Prerequisites: 200-400 hours study of the language, or equivalent knowledge is assumed. This means if you studied Japanese as an elective in Stage 5, for either 1 or 2 years, you are required to select Japanese Continuers.

Course Description

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

Prescribed Themes

The individual:

- Personal world
- Daily life
- Leisure
- Future plans

The Japanese-speaking communities:

- Travelling in Japan
- Living in Japan
- Cultural life

The changing world

- The world of work
- Current issues

Particular Course Requirements: Nil

Course Cost: \$40 – Year 11
\$40 - Year 12



Legal Studies

2 units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

Exclusions: Nil

Course Description

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

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

Year 11 Course

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

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

HSC Course

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

Two options are chosen from:


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

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

Course Cost: Nil



Manufacturing and Engineering (VET)

 <p>Education</p>	<p align="center">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</p>	
<p><i>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.</i></p>		
<p>Course: Manufacturing and Engineering Introduction Board Endorsed Course 240 hour</p>	<p>2 or 4 Preliminary and/or HSC units in total There is not an Australian Tertiary Admission Rank (ATAR) option for this course</p>	
<p>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.</p>		
<p>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.</p>		
<p>Manufacturing and Engineering (MEM 2.1) & Metal and Engineering (MEM05 11.1) Training Package Units of Competency</p>		
<p>Core MEM13015 Work safely and effectively in manufacturing and engineering MEMPE006A Undertake a basic engineering project MEMPE005A Develop a career plan for the engineering and manufacturing industry</p>	<p>Elective MEM16006 Organise and communicate information MEM11011 Undertake manual handling 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</p>	
<p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</p>		
<p>Pathways to Industry - Skills gained in this course transfer to other occupations</p>		
<p>This qualification provides a pathway to the primary trades in the manufacturing industry.</p>	<p>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.</p>	



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 240 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be determined as required by NESA. You should be work ready before work placement.

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 - \$100.00 HSC - \$100.00

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)

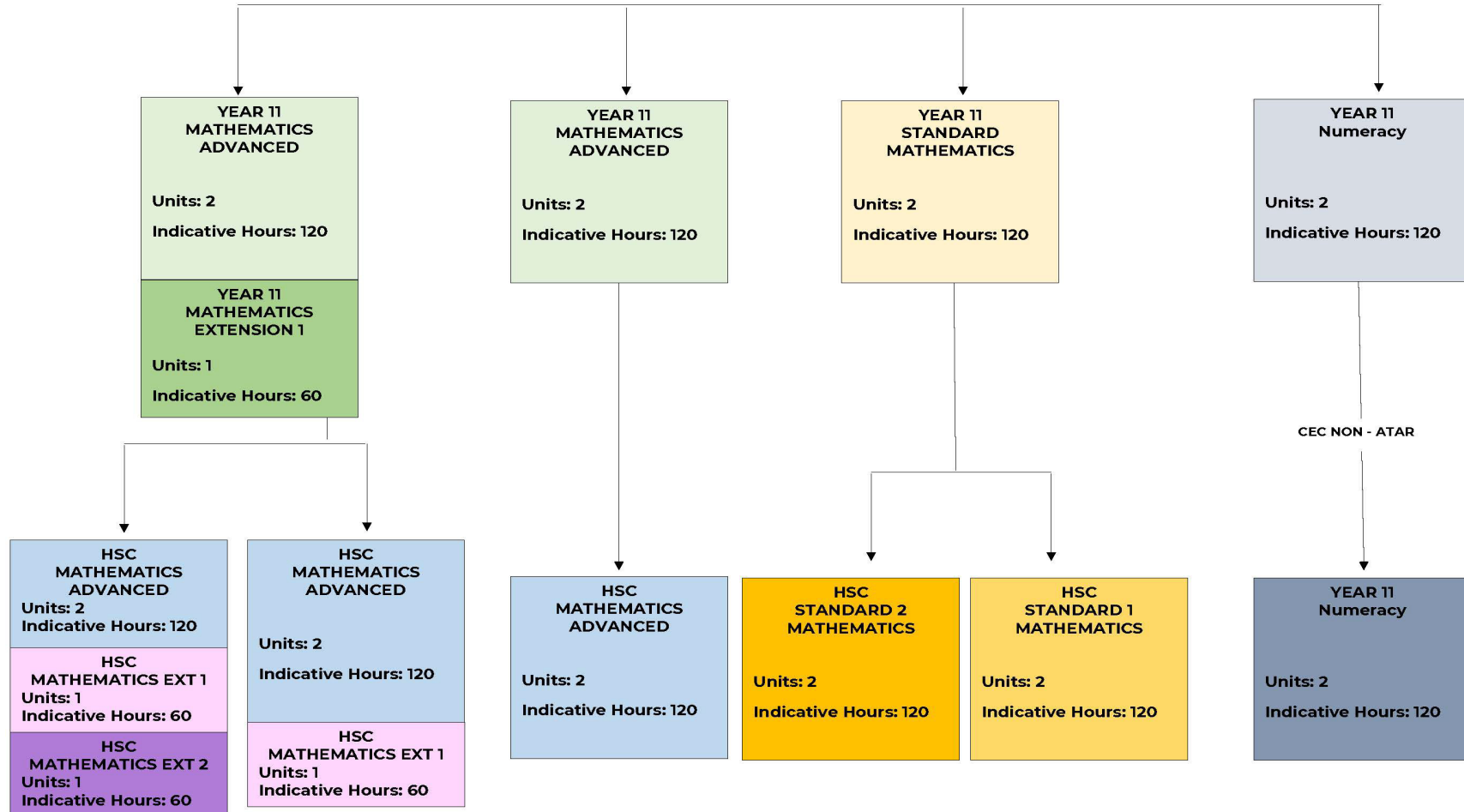
RTO - Department of Education - 90333, 90222, 90072, 90162

Version 0.11

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

SENIOR MATHEMATICS CHOICES

YEAR 10 MATHEMATICS (STAGES 5.3, 5.2, 5.1)





Mathematics (Advanced)

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

The Course is intended to give students who have demonstrated competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of Mathematics, which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The Course is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of Courses such as the life sciences or commerce.

Students who require substantial Mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 Course or both the Mathematics Extension 1 and Mathematics Extension 2 Courses in Year 12

Suitable for: The Course is constructed on the assumption that students, as a minimum, have achieved the Stage 5.2 outcomes and a majority of Stage 5.3 outcomes for Year 10. Students should achieve a minimum B7 grade for Mathematics in their ROSA at the end of Year 10. Consideration will be made for students experiencing exceptional circumstances.

Grade B7

A student performing at this grade selects and uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language and notations in written, oral and/or graphical form; uses appropriate mathematical arguments to reach and justify conclusions; often requires guidance to determine the most efficient methods.

Stage 5.2

By the end of Stage 5.2, students use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they use appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students use suitable problem-solving strategies, which include selecting and organising key information, and they extend their inquiries by identifying and working on related problems.

Stage 5.3

By the end of Stage 5.3, students use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across substrands. They demonstrate fluency in selecting, combining and applying relevant knowledge, skills and understanding in the solution of familiar and unfamiliar problems.

Special Requirements: Exclusion – Mathematics Standard

Course Cost: Nil

Mathematics (Extension 1)

1 Units for Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

The content of this Course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in Mathematics. The Course is intended to give these students a thorough understanding of,



and competence in, aspects of Mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science.

The Course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level and for the study of Mathematics in support of the physical and engineering sciences. Although the Course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 Course.

Suitable for: The Course is constructed on the assumption that students have achieved the Stage 5.3 outcomes for the ROSA, along with the suggested options of study. We recommend only those students who achieve a minimum of an A9 grade in Year 10 Mathematics attempt this Course. Consideration will be made for students experiencing exceptional circumstances.

Grade A9

A student performing at this grade selects and uses efficient strategies to solve unfamiliar multi-step problems; uses formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting mathematical arguments and formal proofs.

Special Requirements: Exclusion – Mathematics Standard

Course Cost: Nil

Mathematics (Extension 2)

1 Units for HSC only

Board Developed Course **counts towards ATAR - Category A**

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 for the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the Course provides a sufficient basis for a wide range of useful applications of Mathematics as well as an adequate foundation for the further study of the subject.

Suitable for: The Course is designed for students with a special interest in Mathematics and who have shown that they possess special aptitude for the subject. The Course is constructed on the assumption that students have achieved the Stage 5.3 outcomes for the ROSA, along with the suggested options of study. We recommend only those students who achieve a minimum A9 Grade in Year 10 Mathematics attempt this Course. Also a minimum of 85% achievement in the Year 11 Mathematics Advanced Course and above 80% in the Year 11 Extension 1 Course is required. Consideration will be made for students experiencing exceptional circumstances.

Grade A9

A student performing at this grade selects and uses efficient strategies to solve unfamiliar multi-step problems; uses formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting mathematical arguments and formal proofs.

Special Requirements: Exclusion – Mathematics Standard

Course Cost: Nil

Mathematics (Standard)

2 Units for each of Year 11

Board Developed Course **counts towards ATAR - Category A**

All students who choose Mathematics Standard Year 11 study the same Course. Mathematics Standard focuses on mathematical skills and techniques, which have direct application to every day activity. The Course



content is written with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course as well as linking with study in other Stage 6 subjects.

Suitable for: The Course is constructed on the assumption that students, as a minimum, have achieved all of the Stage 5.1 outcomes for Year 10 and it is recommended that they have engaged in the substrands from Year 10 Stage 5.2 - Financial Maths, Linear Relationships, Non-Linear relationships, Right Angled Triangles, Single Variable Data Analysis and Probability. We recommend only those students who achieve a minimum of a D4 grade in Year 10 Mathematics attempt this Course.

Grade D4

A student performing at this grade selects and uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language, notations and diagrams; explains and verifies simple mathematical relationships.

Stage 5.1

By the end of Stage 5.1, students explain and verify mathematical relationships, select and use appropriate strategies to solve problems, and link mathematical ideas to existing knowledge and understanding. They use mathematical language and notation to explain mathematical ideas, and interpret tables, diagrams and text in mathematical situation.

Students may not study any other Stage 6 Mathematics Course in conjunction with Mathematics Standard 2.

Course Cost: Nil

Mathematics (Standard 2)

2 Units HSC only

Board Developed Course **counts towards ATAR - Category A**

Suitable for: The Course is constructed on the assumption that students, as a minimum, have achieved all of the Stage 5.1 outcomes for Year 10 and it is recommended that they have engaged in the substrands from Stage 5.2- Financial Maths, Linear Relationships, Non-Linear relationships, Right Angled Triangles, Single Variable Data Analysis and Probability. Also a minimum of 50% achievement in the Year 11 Standard Mathematics End of Course Examination is required.

Course Cost: Nil

Mathematics (Standard 1)

2 Units (Category B Classification) HSC only

Board Developed Course **counts towards ATAR - Category B (with following guidelines)**

Those students who take Mathematics Standard 1 in the 2025 HSC and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included. (If you want an ATAR you cannot select any other Category B courses)

Suitable for: The Course is constructed on the assumption that students, as a minimum, have achieved the Stage 5.1 outcomes in Year 10 and completed the Year 11 Standard Course. The Course provides a strong foundation for vocational pathways, either in the workforce or in further training.

Course Cost: Nil



Numeracy

2 Units for each of Year 11 and HSC

Content Endorsed Course – **Non ATAR Exclusions:** No Exclusions

Course Description

The Numeracy Stage 6 Content Endorsed Course is a new course focused on the development and consolidation of core numeracy skills. These skills will be developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The course is aligned to the [Australian Core Skills Framework \(ACSF\)](#) Level 3, a nationally agreed level of functional numeracy.

This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy.

Course Structure

The Numeracy course will be structured as a 2 unit course that will allow delivery as a 120-hour course for Year 11, or as a 240-hour course across Years 11 and 12.

The course will count towards the Higher School Certificate and appear on the student's Record of Achievement. Where students request a Record of School Achievement (RoSA), the Numeracy course will be listed with their other Stage 6 courses.

Course Cost: Nil



Modern History

2 Units for Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

Exclusions: Nil

Course Description

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments. The Historical concepts and skills content is to be integrated throughout the course. The various studies and topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

Year 11 Course

- Investigating Modern History - (60 hours)
 - The Nature of Modern History
 - Two Case Studies
- Historical Investigation - (20 hours)
- The Shaping of the Modern World - (40 hours)

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. The historical concepts and skills content is to be integrated throughout the course. The topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

HSC Course

- Core Study: Power and Authority in the Modern World 1919 – 1946 - (30 hours)
- National Studies - (30 hours)
- Peace and Conflict - (30 hours)
- Changes in the Modern World- (30 hours)

Course Cost: Nil



History Extension

1 Unit HSC only

Board Developed Course **counts towards ATAR - Category A**

Exclusions: Nil

Prerequisites:

Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

Course Description

History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation

Main Topics Covered

Part I: Constructing History

- Key Questions
- Case Studies

Part II: History Project

Particular Course Requirements

Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

The History Project must adhere to the principles and practices of good scholarship, as identified in the *HSC: All My Own Work* program.

Course Cost: Nil



Music 1

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR -**

Category A Exclusions: Music 2

Course Description

In the Year 11 and HSC courses, students will study the Concepts of Music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. While the course builds on the Stages 4 and 5 Music course, the curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

What students learn

Year 11 Course

In the Year 11 Course, students 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.

Students study three topics in the Year 11 course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

HSC Course

Students study three topics in the HSC course which are different from those studied in the Year 11 Course or two topics which are different from those studied in the Year 11 Course and one topic from the Year 11 Course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

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.

Note: With a high level of Performance requirements for Music 1 students, it is recommended that students seek out specialist assistance from instrumental/vocal teachers and accompanists. While this does add personal cost, the investment ensures stronger results in this subject area.

Course Cost: \$30.00 – Year 11
\$30.00 – Year 12



Personal Development, Health and Physical Education

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

Exclusions: Nil

Course Description

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

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

Year 11 Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students select **two** of the following options:

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

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students select **two** of the following options:

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

Particular Course Requirements

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

Course Cost: Nil



Physics

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

counts towards ATAR - Category A Exclusions: Nil

Course Description

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

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

Year 11 The Year 11 course consists of four modules.	Year 12 The Year 12 course consists of four modules
<p>Working Scientifically Skills</p> <p>Module 1 Kinematics</p> <p>Module 2 Dynamics</p> <p>Module 3 Waves and Thermodynamics</p> <p>Module 4 Electricity and Magnetism</p>	<p>Working Scientifically Skills</p> <p>Module 5 Advanced Mechanics</p> <p>Module 6 Electromagnetism</p> <p>Module 7 The Nature of Light</p> <p>Module 8 From the Universe to the Atom</p>

Particular Course Requirements

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


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

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

Course Cost: Nil



Primary Industries (VET)

 <p>Education</p>	2024 Primary Industries Course Descriptor AHC21216 Certificate II in Rural Operations RTO - Department of Education - 90333	
<i>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.</i>		
Course: Primary Industries Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
<p>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 AHC21216 Certificate II in Rural Operations https://training.gov.au/Training/Details/AHC21216. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 3 core and 12 elective units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>		
<p>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 an agricultural environment and be able to use a personal digital device including a personal computer or laptop.</p>		
Agriculture, Horticulture and Conservation and Land Management Training Package (AHC 8.0) Units of Competency		
<p>Core AHCWHS201 Participate in work health and safety processes AHCWRK204 Work effectively in the industry AHCWRK209 Participate in environmentally sustainable work practices.</p>	<ul style="list-style-type: none"> *AHCWRK201 Observe and report on weather *AHCCHM201 Apply chemicals under supervision *AHCPMG201 Treat weeds *AHCMMOM202 Operate tractors *AHCMMOM304 Operate machinery and equipment *AHCLSK211 Provide feed for livestock *AHCLSK209 Monitor water supplies *AHCINF202 Install, maintain and repair farm fencing *AHCINF201 Carry out basic electric fencing operations *AHCNSY207 Undertake propagation activities *AHCNSY205 Pot up plants *AHC SOL203 Assist with soil or growing media sampling and testing *AHCLSK316 Prepare livestock for competition *AHC BIO203 Inspect and clean machinery, tools and equipment to preserve biosecurity <p>* Trainer will advise on elective units chosen. Not all units of competency are available.</p>	
<p>Elective</p> <p><u>Healthy Livestock</u> *AHCLSK202 Care for health and welfare of livestock *AHCLSK205 Handle livestock using basic techniques *AHCLSK206 Identify and mark livestock</p>		
Pathways to Industry - Skills gained in this course transfer to other occupations		
This qualification provides an occupational outcome for industries and agencies in rural and regional Australia.	Depending on the units selected individuals can be employed not only in rural industries but also other rural and regional sectors.	



Examples of occupations in the agricultural industry:

- farm or station hand/labourer
- shearing hand
- nursery assistant
- livestock worker
- assistant farm or station worker
- assistant animal attendant/stockperson

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be `N` determined as required by NESA. You should be work ready before work placement.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Primary Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. 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 a vocational qualification.

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 - \$100.00 HSC - \$80.00

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 Course Descriptor AHC21216 Certificate II in Rural Operations

RTO - Department of Education - 90333

Version 0.9

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support



Science Extension

1 Units HSC

Board Developed Course **counts towards ATAR - Category A**

Exclusions: Nil

Prerequisites: Study of at least one of Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 and continue the study of at least one of these science courses throughout Year 12.

Co-requisites: One of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

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 an 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 integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

HSC Course

The Year 12 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 requirements

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

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

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

Course Cost: Nil



Society and Culture

2 units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

Exclusions: Nil

Course description

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Year 11 Course

- **The Social and Cultural World:** The interactions between persons and groups within societies
- **Personal and Social Identity:** Socialisation and the development of personal and social identity in a variety of social and cultural settings
- **Intercultural Communication:** How people in different social, cultural and environmental settings behave, communicate and perceive the world around them

HSC course

Core

- **Social and Cultural Continuity and Change:** The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- **The Personal Interest Project (PIP):** An individual research project

Depth Studies

TWO to be chosen from:

- **Popular Culture:** The interconnection between popular culture, society and the individual
- **Belief Systems and Ideologies:** The relationship of belief systems and ideologies to culture and identity
- **Social Inclusion and Exclusion:** The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- **Social Conformity and Nonconformity:** The nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

Course requirements


Completion of the Personal Interest Project.

See the Society and Culture Stage 6 syllabus for further information regarding course requirements.

Course Cost: Nil



Sports Coaching (VET)

 <p>Education</p>	2024 Sport Coaching Course Descriptor SIS30521 Certificate III in Sport Coaching RTO - Department of Education - 90333, 90222, 90072, 90162																			
<p><i>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.</i></p>																				
<p>Course: Sport Coaching Board Endorsed Course (240 hour)</p>	<p>2 or 4 Preliminary and/or HSC units in total Does not contribute towards the Australian Tertiary Admission Rank (ATAR)</p>																			
<p>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 SIS30521 Certificate III in Sport Coaching https://training.gov.au/Training/Details/SIS30521. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>																				
<p>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 sport coaching environment and be able to use a personal digital device including a personal computer or laptop.</p>																				
<p>Sport, Fitness and Recreation Training Package (SIS 5.2) Units of Competency</p>																				
<p>Core</p> <table border="0"> <tr> <td>HLTWHS001</td> <td>Participate in workplace health and safety</td> </tr> <tr> <td>SISSSCO002</td> <td>Work in a community coaching role</td> </tr> <tr> <td>SISSSCO005</td> <td>Continuously improve coaching skills and knowledge</td> </tr> <tr> <td>HLTAID011</td> <td>Provide first aid</td> </tr> <tr> <td>SISSSCO003</td> <td>Meet participant coaching needs</td> </tr> <tr> <td>BSBPOS403</td> <td>Apply business risk management processes</td> </tr> </table>	HLTWHS001	Participate in workplace health and safety	SISSSCO002	Work in a community coaching role	SISSSCO005	Continuously improve coaching skills and knowledge	HLTAID011	Provide first aid	SISSSCO003	Meet participant coaching needs	BSBPOS403	Apply business risk management processes	<p>Elective</p> <table border="0"> <tr> <td>SISXCAI009</td> <td>Instruct strength and conditioning techniques</td> </tr> <tr> <td>SISSSOF002</td> <td>Continuously improve officiating skills and knowledge</td> </tr> <tr> <td>SISXDIS001</td> <td>Facilitate inclusion for people with a disability</td> </tr> </table>		SISXCAI009	Instruct strength and conditioning techniques	SISSSOF002	Continuously improve officiating skills and knowledge	SISXDIS001	Facilitate inclusion for people with a disability
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SISSSOF002	Continuously improve officiating skills and knowledge																			
SISXDIS001	Facilitate inclusion for people with a disability																			
<p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</p>																				
<p>Pathways to Industry - Skills gained in this course transfer to other occupations</p>																				
<p>Working within the sport coaching industry</p> <ul style="list-style-type: none"> ▪ possess a range of well-developed skills where discretion and judgement are required 	<ul style="list-style-type: none"> ▪ teamwork and communication ▪ applying skills and knowledge to coach participants to an intermediate level in a specific sport 																			
<p>Examples of occupations in the Sport Coaching Industry This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice. Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).</p>																				
<p>Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be `N` determined as required by NESA. You should be work</p>																				



ready before work placement.

External Assessment

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.

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 Course Descriptor SIS30521 Certificate III in Sport Coaching RTO - Department of Education - 90333,90222, 90072, 90162 Version 0.13

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support



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

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

Qualifications Students who are assessed as competent in the above units of competency will be eligible for a SIS30519 Certificate III in Sport Coaching. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIS30519 Certificate III in Sport Coaching.

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

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

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

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

Resources costs: \$0 Discuss payment options with your trainer

Delivery Arrangements: Onsite: Timetabled

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

A school-based traineeship may be available in this course, for more information:

<http://www.sbatinnsw.info/>



Sport, Lifestyle and Recreation Studies

2 units for each of Year 11 and HSC

Content Endorsed Course - **Non ATAR**

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

Course Description

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

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

Through the course students will develop:

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

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

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

Course Cost: Nil



Visual Arts

2 units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR - Category A**

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

Course Description

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

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

Year 11 Course learning opportunities focus on:

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

HSC Course learning opportunities focus on:

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

Particular Course Requirements

Year 11 Course:

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

HSC Course:

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

**Course Cost: \$50.00 – Year 11
\$50.00 – Year 12**



A GLOSSARY OF KEY WORDS FOR HSC STUDENTS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account -	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse -	Identify components and the relationship between them; draw out and relate implications
Apply -	Use, utilise, employ in a particular situation
Appreciate -	Make a judgement about the value of
Assess -	Make a judgment of value, quality, outcomes, results or size
Calculate -	Ascertain/determine from given facts, figures or information
Clarify -	Make clear or plain
Classify -	Arrange or include in classes/categories
Compare -	Show how things are similar or different
Construct -	Make; build; put together items or arguments
Contrast -	Show how things are different or opposite
Critically -	Add a degree or level of accuracy depth, knowledge and understanding, (analyse/ logic, questioning, reflection and quality to (analysis/evaluation) evaluate)
Deduce -	Draw conclusions
Define -	State meaning and identify essential qualities
Demonstrate -	Show by example
Describe -	Provide characteristics and features
Discuss -	Identify issues and provide points for and/or against
Distinguish -	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate -	Make a judgement based on criteria; determine the value of
Examine -	Inquire into
Explain -	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract -	Choose relevant and/or appropriate details



Extrapolate -	Infer from what is known
Identify -	Recognise and name
Interpret -	Draw meaning from
Investigate -	Plan, inquire into and draw conclusions about
Justify -	Support an argument or conclusion
Outline -	Sketch in general terms; indicate the main features of
Predict -	Suggest what may happen based on available information
Propose -	Put forward (for example a point of view, idea, argument, and suggestion) for consideration or action
Recall -	Present remembered ideas, facts or experiences
Recommend -	Provide reasons in favour
Recount -	Retell a series of events
Summarise -	Express, concisely, the relevant details
Synthesise -	Putting together various elements to make a whole



NOTES