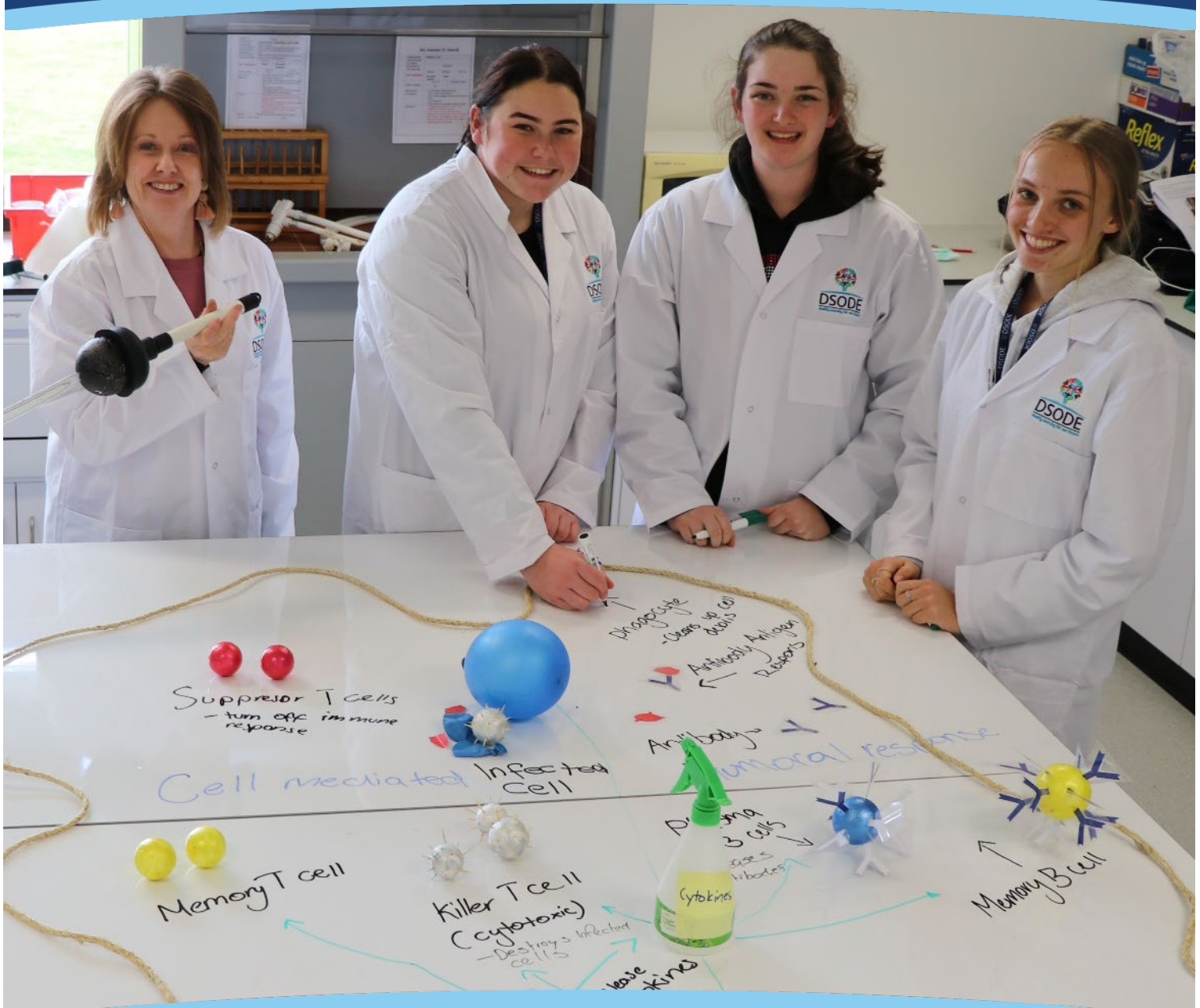


# Dubbo School of Distance Education

*Course Information Year 11 2021 HSC 2022*



Myall Street, Dubbo NSW 2830

Tel: 02 5804 7000 Fax: 02 6884 0777 Email: [dubbo-d.school@det.nsw.edu.au](mailto:dubbo-d.school@det.nsw.edu.au)

<https://dubbo-d.schools.nsw.gov.au>

## Welcome to Distance Education

This booklet introduces you to the range of Preliminary and HSC Courses available to you through Dubbo School of Distance Education.

This booklet is designed to help students and their caregivers/supervisors understand the curriculum structure and requirements of the HSC so suitable course selections are made according to the needs, abilities and interests of the student.

If you have further questions about any course, contact our school during school hours.

Regards



*Debbie Murray*

Principal

### You can find additional information at:

<https://ace.nesa.nsw.edu.au/>

**NSW Education Standards Authority**

[www.tafensw.edu.au](http://www.tafensw.edu.au)

**TAFE**

[www.uac.edu.au](http://www.uac.edu.au)

**University Admissions Centre**

[www.dsodecareers.com](http://www.dsodecareers.com)

**DSODE Careers Website**

[www.jobjump.com.au](http://www.jobjump.com.au)

**Job Jump** – *(please contact the school for password access)*

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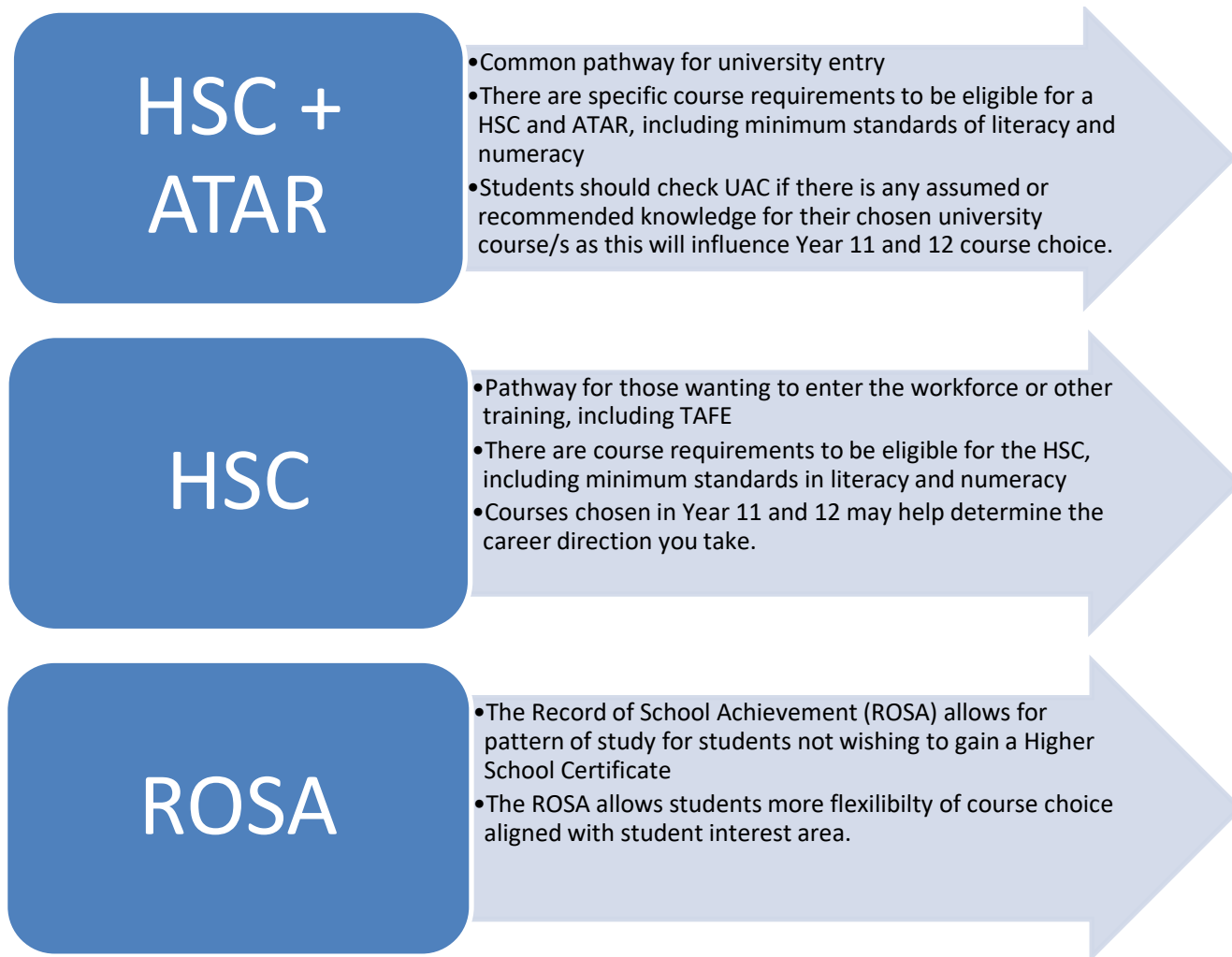
## Tips for choosing courses for Year 11 and 12

When deciding the type of courses a student wishes to study in the senior years, there are many considerations that need to be addressed.

The first step in making this decision is for the student and their parent/supervisor to look beyond Year 12 and to examine the type of career that they want to pursue and the associated training that may be necessary.

At the end of Year 12, the student will either apply for entry at a University, or follow a vocation/career that places them in the workforce while completing further training, usually through a Registered Training Organisation such as TAFE.

When choosing courses to study in year 11 and 12, there are three main options available:



When considering options for Year 11 and 12, students are advised to choose courses that they will enjoy and do well in. Students are encouraged to speak with their parents/supervisors, teachers and careers advisers when choosing courses for Year 11 and 12.

The next part of this booklet will explain some of the key requirements for each of the study options, followed by detailed descriptions of the courses on offer at Dubbo School of Distance Education.

## Qualifying for the Higher School Certificate

The required pattern of courses for full time students is a minimum of 12 units of Preliminary year courses and 10 units of HSC Courses in Year 12. Some students may choose to study more than 12 units in Year 11. Your selection must include:

- at least **two** units of English
- at least **four** subjects
- at least six units of Board Developed courses
- at least three courses of 2 unit or greater value
- no more than six units of Science courses

All students in Years 11 and 12 in NSW government schools must complete the **Life Ready** course, in addition to the minimum number of units mentioned above. Full-time students are advised to complete this course during their Preliminary year.

All students must complete NESA '**All My Own Work**' modules. Students cannot be entered nor gain any accreditation for the Preliminary HSC before All My Own Work is completed.

Students must complete tasks required for the assessment program of each course including practical oral/aural or project works. Students who do not comply with the assessment requirements in any course will not be deemed as having completed the course at the end of Term 3 in Year 11.

Satisfactory completion of Preliminary Courses or the equivalent is a prerequisite for entry into a HSC Course.

For HSC examination purposes the outcomes of Preliminary Courses will be regarded as "assumed knowledge".

Content Endorsed Courses (CECs) may be studied as either Preliminary or HSC Courses. They do not count for the ATAR (Australian Tertiary Admission Rank) but they do count for HSC eligibility.

## Units of study

All senior school courses are of one, two, three or four unit value. This unit value has two purposes:

1. A unit of study refers to the amount of time allocated to a course per week
2. Each unit of study is worth a maximum of 50 marks

**One Unit** A course of study that involves lesson time of **2 hours a week** (approximately 60 hours) in Preliminary (Year 11) and/or HSC (Year 12).

**Two Unit** A course of study that involves lesson time of **4 hours a week** (approximately 120 hours).

**Extension One** A course of study that involves lesson time of **2 hours a week** in addition to the 2 unit course.

**Extension Two** A course of study that involves lesson time of **2 hours a week** in addition to both the 2 unit course and the Extension I course.

**VET Courses** are quantified in hours rather than units. Note that:

- 60 hours is equivalent to 1 unit
- 120 hours is equivalent to 2 units
- 240 hours is equivalent to 4 units.

## Optional pathways to the HSC

There are various pathway provisions for students to accumulate their HSC. The most common way, however, will still be that students obtain their HSC in **two years**. In certain circumstances and after consultation with the school, some students may elect to complete their studies over a longer period. Some students may elect to continue their subsequent part time years at TAFE. Students are not obliged to complete their part time studies in the one school or campus.

## Record of School Achievement (RoSA)

The RoSA is a record of student academic achievement up to the day they do their HSC or leave school. It can therefore contain details of Year 10, Preliminary and HSC courses undertaken prior to leaving school. It will provide an electronic record of achievements that students can access and use at any time.

In addition, the RoSA will provide the capacity to record VET courses and students' vocational experiences as well as citizenship and leadership achievements.

Students who leave school and who are not eligible for a RoSA will be able to receive a Transcript of Study from their school at the time of departure.

Students who receive their HSC will also be able to receive a RoSA at the same time as their HSC, detailing their achievements in their earlier years of study.

For further information on the RoSA, contact your student adviser or visit NESA website.

## The Minimum HSC Standard

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. Students who do not meet the HSC minimum standard can still

- Sit the HSC exams
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report

Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6. It is only relevant to students working towards the HSC testamur.

Further Information can be accessed from the NSW Education Standards Authority (NESA) website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

## University Entry Requirements

1. To be eligible for an ATAR (Australian Tertiary Assessment Rank) you must satisfactorily complete at least 10 units of ATAR courses, including at least two units of **English** and eight units of **Category A** courses. Courses completed must include at least **three** Board Developed Courses of two units or greater and at least four subjects.
2. The ATAR will be based on an aggregate of scaled marks in ten units of ATAR Courses comprising:
  - your best two units of English
  - your best eight units from the remaining units. No more than two units of Category B courses will be included.

## Glossary of terms

### Assessment

#### (i) Internal assessment

School based assessment contributes half the marks a student obtains in the HSC. The final assessment mark is based on a variety of tasks e.g. practical tasks, group work, individual research projects, class tests and examinations. The assessment mark which appears on the HSC is not simply the total of all marks gained on tasks as the school's rank order of marks is moderated by all DSODE students' performances in the HSC exam for that particular course. However, the actual rank order of students for each course submitted by the school remains unchanged in this moderation process.

#### (ii) External assessment

External assessment refers to the externally set and marked HSC examination in each Board Developed Course.

### NESA

NSW Educational Standards Authority (NESA) is an independent statutory body which is responsible for curriculum development, examinations and assessment for the Record of School Achievement (RoSA) and Higher School Certificate (HSC).

### Category A/Category B

Most Board Developed Courses are classified as Category A for University entrance. Only 2 units of Category B courses can be counted towards the ATAR calculation (see previous information on University requirements).

### Courses

#### (i) Board Developed Courses

A Board Developed Course is a 2 Unit course which has a syllabus that has been developed by NESA. All Board Developed Courses include an external HSC examination. Marks for Board Developed Courses may count towards the ATAR.

#### (ii) Extension Courses

An Extension course builds on the content of the 2 unit course and requires students to work beyond the standard of the 2 unit course. Where there is a second HSC Extension course in English and Mathematics, the Extension 2 course requires students to work beyond the standard of the Extension 1 course.

#### (iii) Content Endorsed Courses (CECs)

These courses are endorsed (i.e. approved) by NESA but they are not subject to an external HSC examination. Any CEC studied for the HSC contributes to the award of a HSC or the Preliminary Record of Achievement but does not count towards the ATAR.

#### (iv) Board Endorsed Courses (BECs)

These courses are endorsed (i.e. approved) by NESA but they are not subject to an external HSC examination. Any BEC studied for the HSC contributes to the award of a HSC but does not count towards the ATAR.

#### (v) Vocational Education and Training (VET) courses

Industry curriculum frameworks have been developed to provide students with the opportunity to gain unit credit towards the NSW Higher School Certificate and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

Industry curriculum frameworks are based on national training packages. They contain industry developed units of competency from relevant training packages suitable for the purposes of the Higher School Certificate.



## Vocational Education and Training (VET)

The Board has developed curriculum frameworks for certain industry areas. Within each framework there are a number of courses. Students must undertake a work placement to complete these courses successfully. Some courses also have compulsory workshops (Primary Industries, Metal & Engineering, Hospitality, Entertainment, Construction).

The eight (8) frameworks are:

- Business Services
- Construction
- Entertainment
- Hospitality
- Information & Digital Technology
- Metal and Engineering
- Primary Industries
- Retail Services

Courses in the VET Curriculum Frameworks can be studied as Preliminary and/or HSC Courses.

Vocational Education and Training courses may not be available for students travelling overseas or in Papua New Guinea because of the practical assessment requirements.

There are optional HSC examinations for all students doing the 240 hour framework courses. If the HSC examination is attempted, then only one (1) of the framework courses can be used in the calculation of your ATAR.

## HSC Board Developed Courses (Category B)

VET Curriculum Frameworks	
Course	Number of Hours
Business Services	Business Services (120 Hours) Business Services (240 hours)
Construction	Construction (120 hours) Construction (240 hours)
Information and Digital Technology	Information and Digital Technology (120 hours) Information and Digital Technology (240 hours)
Entertainment Industry	Entertainment (120 hours) Entertainment (240 hours)
Hospitality	Hospitality (120 hours) Hospitality (240 hours)
Metal and Engineering	Metal and Engineering (120 hours) Metal and Engineering (240 hours)
Primary Industries	Primary Industries (120 hours) Primary Industries (240 hours)
Retail	Retail Services (120 hours) Retail Services (240 hours)

VET courses are also available in other industry areas:

Skills for Work and Vocational Pathways	Skills for Work and Vocational Pathways (120 hours) Skills for Work and Vocational Pathways (180 hours)
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School based part-time traineeships are available in Retail Services, Business Services, Metal and Engineering, and Primary Industries, and can form part of a student’s pattern of study. A wide range of Content Endorsed and Board Endorsed VET courses are also available through TAFE. Talk with the Careers Adviser about the TAFE delivered HSC VET courses available.

### Other HSC Board Developed Courses (Category B)

Subject	Information
English Studies	Category B Year 11 and Year 12
Year 12 Mathematics Standard 1	Prerequisite Year 11 Mathematics Standard (Category A Year 11)
	12 Mathematics Standard 1 (Category B)

### Content Endorsed Courses 2021 Preliminary and 2022 HSC

Subject	Course
Driver Education	Study 2 units over 1 year (120hrs - <b>either</b> Preliminary or HSC); Study 2 units over 2 years (240hrs – <b>both</b> Preliminary <b>and</b> HSC).
Financial Management	2 units each for the Year 11 and Year 12
Exploring Early Childhood	Exploring Early Childhood (60 hours – 1 unit studied over 1 year only; Preliminary or HSC) Exploring Early Childhood (120 hours – 2 units studied over 1 year; Preliminary or HSC) Exploring Early Childhood (240 hours – 2 units studied over 2 years; i.e. studied in BOTH Preliminary and HSC year)
Photography, Video and Digital Imaging	Photography, Video and Digital Imaging (120 hours – 2 units in Year 11 or 12. 240 hours – 2 units in Preliminary and continuing into HSC)
Sport, Lifestyle and Recreation	Sport, Lifestyle and Recreation (60 hours – 1 unit studied over 1 year only; Preliminary or HSC) Sport, Lifestyle and Recreation (120 hours – 2 units studied over 1 year; Preliminary or HSC) Sport, Lifestyle and Recreation (240 hours – 2 units studied over 2 years; i.e. studied in BOTH Preliminary and HSC year)
Visual Design	Visual Design (120 hours 2 units in Year 11 or 12. 240 hours – 2 units in Preliminary and continuing into HSC)

**Note:** Exclusions applying to Content Endorsed Courses are listed in the course descriptions.

## Mandatory Course – Life Ready

### Life Ready

#### Course Description

Life Ready is a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school.

The health, safety and wellbeing issues facing young people in the senior years are many and varied. Life Ready aims to support senior students as they address changing situations related to identity, independence and their changing responsibilities.

The course addresses six learning contexts:

- Independence
- Mental health and wellbeing
- Relationships
- Sexuality and sexual health
- Drugs and alcohol
- Safe travel

Students will develop knowledge, understanding, skills and attitudes to:

Enhance their ability to think critically and creatively to take action to promote independence health, safety and wellbeing of self and others.

Clarify and act on a personal set of positive values, beliefs and attitudes to promote respect and inclusion.

Understand the significance of contextual factors that influence independence, relationships and health behaviours.

Plan, develop and evaluate strategies to support the independence, health, safety and wellbeing of self and others.

Respond positively in challenging and changing situations

Communicate and interact effectively with others in a range of contexts.

Think and behave independently and know how and where to ask for help and support.

The course requires 45 minutes of time each week for completion throughout the year.

The Life Ready course is delivered and taught by the PDHPE faculty. Students are allocated this course during their Preliminary year of study. If students do not complete this course during their Preliminary year, they can continue their study of Life Ready during their HSC year.

If you would like more information, please contact Karin Morgan, Head Teacher PDHPE on 5804 7154 or [karin.morgan@det.nsw.edu.au](mailto:karin.morgan@det.nsw.edu.au)

# Dubbo School of Distance Education Preliminary and HSC – Course Selection Summary

## Year 11 & HSC Courses 2021-2022

Listed below are the courses currently available in 2021.  
They are 2 unit courses unless indicated otherwise:

*Please read the Course Information Booklet carefully for more detailed course information.*

### Board Developed Courses

#### Category A Subjects

ALL count towards an ATAR. (Min 12 units in Prelim & 10 units in HSC)

<input type="checkbox"/> Aboriginal Studies	<input type="checkbox"/> Information Processes & Technology
<input type="checkbox"/> Agriculture Technology	<input type="checkbox"/> Investigating Science
<input type="checkbox"/> Ancient History	<input type="checkbox"/> Italian Beginners <sup>***</sup>
<input type="checkbox"/> Biology	<input type="checkbox"/> Italian Continuers
<input type="checkbox"/> Business Studies	<input type="checkbox"/> Italian Extension (1 unit) <sup>**</sup>
<input type="checkbox"/> Chemistry	<input type="checkbox"/> Japanese Beginners <sup>***</sup>
<input type="checkbox"/> Community & Family Studies	<input type="checkbox"/> Japanese Continuers
<input type="checkbox"/> Design & Technology	<input type="checkbox"/> Legal Studies
<input type="checkbox"/> Earth & Environmental Science	<input type="checkbox"/> Mathematics Standard Year 11
<input type="checkbox"/> Engineering Studies	<input type="checkbox"/> Mathematics Standard 2 Year 12
<input type="checkbox"/> English Standard	<input type="checkbox"/> Mathematics Advanced
<input type="checkbox"/> English Advanced	<input type="checkbox"/> Mathematics Ext 1 (1 unit)
<input type="checkbox"/> English Ext 2 (1 unit) <sup>**</sup>	<input type="checkbox"/> Modern History
<input type="checkbox"/> HSC English Ext 1 (1 unit)	<input type="checkbox"/> Music 1
<input type="checkbox"/> Food Technology	<input type="checkbox"/> Music 2 <sup>††</sup>
<input type="checkbox"/> French Beginners <sup>***</sup>	<input type="checkbox"/> Music Extension (1 unit) <sup>**</sup>
<input type="checkbox"/> French Continuers	<input type="checkbox"/> Personal Development, Health & Physical Education
<input type="checkbox"/> Geography	<input type="checkbox"/> Physics
<input type="checkbox"/> German Beginners <sup>***</sup>	<input type="checkbox"/> Society & Culture
<input type="checkbox"/> German Continuers	<input type="checkbox"/> Software Design & Development
<input type="checkbox"/> Industrial Tech – Graphics	<input type="checkbox"/> Spanish Beginners <sup>***</sup>
<input type="checkbox"/> Industrial Tech – Timber <sup>††</sup>	<input type="checkbox"/> Spanish Continuers
<input type="checkbox"/>	<input type="checkbox"/> Textiles & Design
<input type="checkbox"/>	<input type="checkbox"/> Visual Arts
<input type="checkbox"/>	<input type="checkbox"/>

#### Category B Subjects

HSC examination must be taken to contribute to ATAR. **Only 2 units** can be counted towards an ATAR.

<input type="checkbox"/> Business Services (WP)
<input type="checkbox"/> Construction (WP)
<input type="checkbox"/> Entertainment Industry (WP)
<input type="checkbox"/> English Studies
<input type="checkbox"/> Hospitality (WP)
<input type="checkbox"/> Information & Digital Technology (WP)
<input type="checkbox"/> Mathematics Standard 1 <sup>**</sup>
<input type="checkbox"/> Primary Industries (WP)
<input type="checkbox"/> Retail (WP)
<input type="checkbox"/>
<input type="checkbox"/>

#### Key:

- <sup>\*\*</sup> – Only studied in the HSC year
- WP – Mandatory Work Placement (35 hours each year) to be undertaken during this course
- <sup>††</sup> – Requires an interview for course acceptance
- <sup>\*\*\*</sup> – Requires the completion and submission of an “Application for Eligibility Determination” which can be obtained by calling the school office.

### Board Endorsed (BEC) and Content Endorsed Courses (CEC)

BEC & CEC Courses Do count towards a HSC, do not have an external exam, and DO NOT count towards an ATAR

<input type="checkbox"/> Driver Education	<input type="checkbox"/> Photography, Video & Digital Imaging	<input type="checkbox"/> Visual Design
<input type="checkbox"/> Exploring Early Childhood	<input type="checkbox"/> Skills for Work & Vocational Pathways (120/180 hours)	<input type="checkbox"/> Work Studies
<input type="checkbox"/> Financial Management	<input type="checkbox"/> Sport, Lifestyle & Recreation	<input type="checkbox"/> Manufacturing & Engineering

## Board Developed Course Descriptions

Aboriginal Studies	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>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 local community case studies.</p> <p>The Year 12 course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• <b>Part I: Aboriginality and the Land (20%)</b> <ul style="list-style-type: none"> <li>○ Aboriginal peoples’ relationship to Country and Impact of British colonisation</li> </ul> </li> <li>• <b>Part II: Aboriginal Heritage and Identity (30%)</b> <ul style="list-style-type: none"> <li>○ Diversity of Aboriginal cultural and social life including the dreaming cultural ownership</li> <li>○ Impact of colonisation on Aboriginal cultures and families</li> </ul> </li> <li>• <b>Part III: International Indigenous Community: Comparative Study (25%)</b> <ul style="list-style-type: none"> <li>○ Location, environment and features of an International Indigenous community</li> <li>○ Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community</li> </ul> </li> <li>• <b>Part IV: Research and Inquiry Methods: Local Community Case Study (25%)</b> <ul style="list-style-type: none"> <li>○ Methods and skills relating to; community consultation and planning research</li> </ul> </li> </ul>	<p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• <b>Part I – Social Justice and Human Rights Issues (50%)</b> <ul style="list-style-type: none"> <li>○ <b>A Global Perspective (20%)</b> Global understanding of human rights and social justice <b>AND</b></li> <li>○ <b>B Comparative Study (30%)</b> A comparative case study on an Aboriginal and an international Indigenous community</li> </ul> </li> <li>• <b>Part II – Elective study of an Aboriginal Community (20%)</b> of indicative time incorporating a Case Study) <ul style="list-style-type: none"> <li>○ <b>A Aboriginality and the Land OR</b></li> <li>○ <b>B Aboriginal Heritage and Identity</b></li> </ul> </li> <li>• <b>Part III – Research and Enquiry Methods – Major Project (30%)</b> Choice of project topic based on student interest.</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>In both courses, students <b>must</b> undertake mandatory community 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. Computer and internet access is desirable.</p>	
<p><b>Why study Aboriginal Studies?</b></p> <ul style="list-style-type: none"> <li>• You want to further your understanding of Indigenous issues.</li> <li>• You want to build on your critical thinking, problem solving and research skills.</li> <li>• You know that a clear understanding of Indigenous culture and contemporary issues is a valuable asset in today’s Australia</li> </ul>	

<b>Agriculture</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Overview of Australian Agriculture (15%)</li> <li>• The Farm Case Study (25%)</li> <li>• Plant Production (30%)</li> <li>• Animal Production (30%)</li> </ul> <p><b>HSC Course</b></p> <p><b>Core Topics (80%)</b></p> <ul style="list-style-type: none"> <li>• Plant/Animal Production (50%)</li> <li>• Farm/Product Study (30%)</li> </ul>	
<p><b>Optional components (20%)</b></p> <ul style="list-style-type: none"> <li>• Choose one Elective               <ol style="list-style-type: none"> <li>1. Agri-food, Fibre and Fuel Technologies</li> <li>2. Climate Challenge</li> <li>3. Farming for the 21<sup>st</sup> Century</li> </ol> </li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.</p>	
<p><b>Why study Agriculture?</b></p> <ul style="list-style-type: none"> <li>• Agriculture is the foundation of our food and fibre production ... the lifeblood of our world!</li> <li>• Studying Agriculture means that you’ll be working in an important industry that is both considered to be fast-moving and high-tech.</li> <li>• You might wish to pursue a course or career in: animal and plant science, food production, horticulture, property management, education, agronomy, stock and station agent, agricultural technology (e.g. drones), farming, environmental preservation, and zoology. These are all areas explored within agriculture.</li> <li>• This course highly compliments the Certificate II in Agriculture (VET PI) course offered at DSOE.</li> </ul>	

## Ancient History

2 units for each of the Year 11 and Year 12  
NESA developed courses

**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, event 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 of the past. They also study the key features and sources of an ancient society, personality and historical period.

### Year 11 Course

#### Investigating Ancient History

- The Nature of Ancient History
- Treatment and Display of Human Remains
- Case studies: Thera and Persepolis

#### Features of Ancient Societies

- Egypt Death and Funerary Customs
- Rome Art and Architecture

#### Historical Investigation Free choice investigation

### Year 12 Course

#### Core study – Cities of Vesuvius – Pompeii and Herculaneum

- Ancient Societies
  - Spartan Society to the Battle of Leuctra 371 BC
- Personalities and their Times
  - Rome: Agrippina the Younger
- Historical Periods
  - The Greek World 500 – 440 BC

### Why study Ancient History?

You should study this subject if you want to develop your problem solving and critical thinking by:

- Reading and writing about ancient societies and discussing archaeological evidence.
- Applying learning about scientific processes to gather evidence about the past.
- Interpreting sources and discussing their possible significance.

<b>Biology</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	
<p><b>Course Description</b></p> <p>Biology is the study of living organisms, life processes and interactions between organisms and their environment.</p> <p>The Biology Stage 6 course explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability in a changing world.</p> <p>Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p>	
<p><b>Topics Covered</b></p> <p><b>Year 11 Course</b></p> <p>Working Scientifically skills are included throughout the course.</p> <p><b>Modules</b></p> <ul style="list-style-type: none"> <li>• Module 1: Cells as the Basis of Life</li> <li>• Module 2: Organisation of Living Things</li> <li>• Module 3: Biological Diversity</li> <li>• Module 4: Ecosystem Dynamics</li> </ul> <p><b>Depth studies</b></p> <p>15 hours in Modules 1-4</p>	<p><b>Year 12 Course</b></p> <p>Working Scientifically skills are included throughout the course.</p> <p><b>Modules</b></p> <ul style="list-style-type: none"> <li>• Module 5: Heredity</li> <li>• Module 6: Genetic Change</li> <li>• Module 7: Infectious Disease</li> <li>• Module 8: Non-infectious Disease and Disorders</li> </ul> <p><b>Depth studies</b></p> <p>15 hours in Modules 5-8</p>
<p><b>Why study Biology?</b></p> <ul style="list-style-type: none"> <li>• Biology is a key subject for many STEM careers, particularly in healthcare, medicine and jobs involving plants or animals. Examples include: nursing, dentistry, forensic science, psychology, physiotherapy, botany, environmental science, zoology, geology, oceanography, pharmaceuticals, energy, teaching, science writing, genetics, and research. Since biologists deal with the natural world, their jobs can take them anywhere, from labs to zoos to ocean liners in the arctic and fieldwork in the Amazon jungle.</li> <li>• It is also important to remember that biology is excellent preparation for non-scientific careers, thanks to the skills it provides – everything from analytical thinking to writing reports.</li> </ul>	



<b>Business Studies</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>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 resources 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.</p> <p>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.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Nature of business (20%) – the role and nature of business</li> <li>• Business management (40%) – the nature and responsibilities of management</li> <li>• Business planning (40%) – establishing and planning a small to medium enterprise.</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Operations (25%) – strategies for effective operations management</li> <li>• Marketing (25%) – development and implementation of successful marketing strategies</li> <li>• Finance (25%) – financial information in the planning and management of business</li> <li>• Human resources (25%) – human resource management and business performance.</li> </ul>	
<p><b>Why study Business Studies?</b></p> <ul style="list-style-type: none"> <li>• You should choose Business Studies if you are interested in analysing how small and large complex organisations work. You will be able to investigate how businesses are built and the managers who lead them.</li> </ul> <p><b>What are the career links?</b></p> <ul style="list-style-type: none"> <li>• Business Studies will allow you to have a strong background of knowledge to move into careers as a business owner, financial officer and work in sectors such as marketing, operations and finance.</li> </ul>	

<b>Chemistry</b>	
2 units for each of Year 11 and Year 12	
Board Developed Course	
<p><b>Course Description</b></p> <p>The <i>Chemistry Stage 6 Syllabus</i> explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.</p> <p>Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.</p>	
<p><b>Topics Covered</b></p> <p><b>Year 11 Course</b></p> <p>Working Scientifically skills are included throughout the course.</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Properties and Structure of matter.</li> <li>• Introduction to Quantitative Chemistry.</li> <li>• Reactive Chemistry.</li> <li>• Drivers of Reactions.</li> </ul> <p><b>Depth Studies</b></p> <p>Students will complete investigations during the Chemistry course</p>	<p><b>Year 12 Course</b></p> <p>Working Scientifically skills are included throughout the course.</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Equilibrium and Acid Reactions.</li> <li>• Acid/base Reactions.</li> <li>• Organic Chemistry.</li> <li>• Applying Chemical ideas.</li> </ul> <p><b>Depth Studies</b></p> <p>Students will complete investigations during the Chemistry course</p>
<p><b>Why study Chemistry?</b></p> <p>Chemistry is an important subject for careers in: medicine, environmental science, engineering, toxicology, developing consumer products, metallurgy (studying how metals behave), space exploration, developing perfumes and cosmetics, pharmaceuticals, energy, teaching, science writing, software development and research.</p> <p>Chemists use their experiments and knowledge to develop medicines, foods, fabrics and other materials from neon lights to shatterproof glass.</p> <p>They also use it to understand the world around us, from why leaves change colour to discovering visible pollutants in the air.</p>	

<b>Community and Family Studies</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>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.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• <b>Resource Management:</b> Basic concepts of the resource management process (approximately 20% of course time).</li> <li>• <b>Individuals and Groups:</b> The individual’s roles, relationships and tasks within groups (approximately 40% of course time).</li> <li>• <b>Families and Communities:</b> Family structures and functions and the interaction between family and community (approximately 40% of course time).</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• <b>Research Methodology:</b> Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</li> <li>• <b>Groups in Context:</b> The characteristics and needs of specific community groups (approximately 25% of course time).</li> <li>• <b>Parenting and Caring:</b> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> </ul> <p><b>HSC Option Modules</b></p> <p>Approximately 25% of course time:</p> <ul style="list-style-type: none"> <li>• <b>Family and Societal Interactions:</b> Government and community structures that support and protect family members throughout their lifespan.</li> <li>• <b>Social Impact of Technology:</b> The impact of evolving technologies on individuals and lifestyle.</li> <li>• <b>Individuals and Work:</b> Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>Students are required to complete an Independent Research Project (IRP) as part of the HSC internal assessment. The IRP is designed so that elements of the project can be facilitated by the teacher. 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.</p>	
<p><b>Why study Community and Family Studies?</b></p> <ul style="list-style-type: none"> <li>• You want to sharpen your research skills and improve your confidence in decision-making and solving real-life, practical problems</li> <li>• Would like to know more about how groups interact and influence each other</li> <li>• Want to explore and form positive attitudes about yourself and others</li> <li>• Have career aspirations relating to the fields of Social Work, Counselling, Nursing, Human Rights, Community Services, Marketing, Teaching, Early Childhood.</li> </ul>	

<b>Design and Technology</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil
<p><b>Course Description</b></p> <p>Students study design processes, design theory and factors in relation to design projects.</p> <p>In the Preliminary course, student’s study designing and producing; this includes the completion of at least two design projects.</p> <p>In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <p>Involves both theory and practical work in Designing and Producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, workplace health and safety, evaluation, and manipulation of materials, tools and techniques.</p> <p><b>HSC Course</b></p> <p>Involves the study of innovation and emerging technologies, including a case study of an innovation. The study of designing and producing includes a Major Design Project comprising of a practical project and accompanying design folio worth 50% of the HSC mark. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.</p>	
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. Each project will place emphasis on the development of different skills and knowledge in designing and producing. Students are encouraged to communicate their design ideas using a range of appropriate media.</p> <p>In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of the design idea.</p> <p><i>When completing project work, in either the Preliminary or HSC course, students must conform to NSW DoE safety requirements.</i></p> <p><i>All resources for project work and assessment tasks are to be provided by the student.</i></p>	
<p><b>Why study Design and Technology?</b></p> <ul style="list-style-type: none"> <li>• You have an interest in design and are an innovative thinker, wanting to learn how product systems and environments influence design and evoke emotion and connectedness.</li> <li>• Design and Technology links to many careers, including: architecture, product design, communication systems, interior design – the opportunities are endless!</li> </ul>	

## Earth and Environmental Science

2 units for each of Year 11 and Year 12

Board Developed Course

### Course Description

The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. Through applying Working Scientifically skills processes, the course aims to examine how earth and environmental science models and practices are used and developed. Earth and environmental science also deals with the organisms of the planet and how the planet has changed over time. There is an overarching theme of a balance between the need for development and the need to preserve the environment.

The Stage 6 science courses have skills in Working Scientifically forming the core of the learning activities that students will conduct in this course. In Year 11 students develop knowledge and understanding of the Earth's systems as well as an understanding of the Earth's processes and human impacts.

In Year 12 students will develop knowledge and understanding of the evolving Earth as well as the impacts of living on Earth.

Stage 6 science courses now include a Depth Study which will allow students to investigate, in depth a concept related to their course. This will account for 15 hours of class time in Year 11 and in Year 12. Students are encouraged to have a high level of motivation to enable them to commit extended amounts of time to independent learning.

### Topics Covered

#### Year 11

Working Scientifically Skills are developed through the core modules of:

- Earth's resources
- Plate tectonics
- Energy transformations
- Human Impacts

#### Depth Studies

15 hours in Modules 1 - 4

#### Year 12

Working Scientifically Skills are developed through the core modules of:

- Earth's processes
- Hazards
- Climate Science
- Resource Management

#### Depth Studies

15 hours in Modules 5 - 8

### Particular Course Requirements

Earth and Environmental Science is a practical based course, which focuses on developing students understanding of the Earth through Working Scientifically Skills. It is highly recommended that students have regular access to the internet to enable collaborative learning experiences with their peers as well as the use of digital technologies for learning.

Success in Earth and Environmental Science will involve field experience in the identification of landforms, rocks and soil types, as well as how biological factors interact to form the local environment.

Students will complete a minimum of 35 hours of practical experiences each year, which may include 15 hours of Depth Studies.

### Why study Earth and Environmental Science?

- The Earth and Environmental Science course caters for students who are pursuing a career in: geology, mining, agriculture, marine biology, teaching and NPWS.
- It is a course that involves resource management and landcare strategies.

## Economics – Not Offered in 2021

2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil
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**Course Description**

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

**Main Topics Covered**

**Preliminary Course**

- Introduction to Economics (10%) – the nature of economics and the operation of an economy
- Consumers and Business (10%) – the role of consumers and business in the economy
- Markets (20%) – the role of markets, demand, supply and competition
- Labour Markets (20%) – the workforce and role of labour in the economy
- Financial Markets (20%) – the financial market in Australia, including the share market
- Government in the Economy (20%) – the role of government in the Australian economy.

**HSC Course**

- The Global Economy (25%) – Features of the global economy and globalisation
- Australia's Place in the Global Economy (25%) – Australia's trade and finance
- Economic Issues (25%) – issues including growth, unemployment, inflation, income and wealth distribution and environmental management.
- Economic Policies and Management (25%) – the range of policies to manage the economy.

**Particular Course Requirements**

Students require access to news media (e.g. papers and/or the Internet) to develop their awareness of current economic events.

**Why study Economics?**

- You should choose Economics if you have an interest in detailed analysis of political and economic decisions and evaluating the effects of these on a range of scales.

**What are the career links?**

- Economics will lead you into many vocational areas particularly when paired with other subjects. Some examples of careers from the study of Economics could be financial adviser, economic forecasting, trade, politics, stock broker, consulting and banking.

<b>Engineering Studies</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil
<p><b>Course Description</b></p> <p>Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics and the scope of the profession.</p> <p>Students study engineering by investigating a range of applications and fields of engineering.</p>	
<p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Students undertake the study of:</li> <li>• Engineering Fundamentals</li> <li>• Engineered Products</li> <li>• Brakes</li> <li>• Biomedical Engineering</li> </ul> <p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• Students undertake the study of:</li> <li>• Civil Structures</li> <li>• Personal and Public Transport</li> <li>• Aeronautical Engineering</li> <li>• Telecommunication Engineering</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course, students develop an Engineering Report for two of the modules studied.</p> <p>In the HSC course, students must produce one Engineering Report from either of the two Engineering Application modules of Civil Structures or Personal and Public Transport, and one from either of the two Engineering focus modules of Aeronautical or Telecommunications engineering.</p> <p>At least one report in each of the Year 11 and the Year 12 course must be the result of collaborative work.</p>	
<p><b>Why study Engineering Studies?</b></p> <ul style="list-style-type: none"> <li>• Engineering Studies is a logical extension of STEM subjects you might have studied.</li> <li>• You are a mathematical thinker – this is central to the course.</li> <li>• Studying Engineering can offer a number of pathways including tertiary study and vocational education. This course provides a good indication of what a career in engineering is like, and builds the presumed knowledge needed to undertake further study.</li> </ul>	

<b>English Studies</b>	
2 units for each of Year 11 and Year 12	<b>Exclusions:</b> English (Standard); English (Advanced); English (EALD); English (Extension)
<p><b>Rationale for English Studies</b></p> <p>The Year 11 and Year 12 English Studies courses are designed to allow students to:</p> <ul style="list-style-type: none"> <li>• Become competent and confident communicators for a range of after school options.</li> <li>• Study a range of different texts and topics.</li> <li>• Be eligible for university by opting to sit for the Year 12 HSC examination.</li> <li>• Develop literacy skills that may be useful for further study or careers where a focus on essay writing and studying literature is not required.</li> </ul> <p><b>Year 11 English Studies involves:</b></p> <ul style="list-style-type: none"> <li>• The study of a mandatory unit, Achieving Through English: <i>English and the worlds of education careers and community</i>.</li> <li>• The study of a number of elective modules such as film, looking at past events and personal circumstance.</li> <li>• The development and submission of a portfolio of student work that will be completed through the Year 11 course.</li> </ul> <p><b>Year 12 English Studies involves:</b></p> <ul style="list-style-type: none"> <li>• The study of a common unit, Texts and Human Experience, as well as three modules that cover topics like sport, travel and Australian experiences.</li> <li>• The option to sit the HSC examination if an Australian Tertiary Admission Ranking (ATAR) is required.</li> </ul>	
<p><b>Why study English Studies?</b></p> <ul style="list-style-type: none"> <li>• You may not be a confident student or one who loves English but you need to include it in your subjects.</li> <li>• Post school study often requires the study of an English course or good literacy skills.</li> <li>• Businesses want to employ students with competent skills in literacy.</li> <li>• Employees want students with critical thinking skills.</li> <li>• English Studies also helps to develop problem solving required by many employees.</li> </ul>	



<b>English (Standard)</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> English (Advanced); English (ESL); English (Extension); English Studies
<p><b>Rationale for English Standard</b></p> <p>The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. 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.</p> <p><b>The Year 11 and 12 English Standard courses are designed to allow students to:</b></p> <ul style="list-style-type: none"> <li>• Develop thinking and writing skills as they study a range of texts.</li> <li>• Explore and experiment with the ways events, experiences, ideas and processes are represented in and through texts.</li> <li>• Develop student enjoyment of reading, viewing and writing.</li> <li>• Become confident and expert writers of essays and compositions.</li> <li>• Learn the conceptual skills that assist success at university.</li> </ul> <p><b>Year 11 English Standard involves:</b></p> <ul style="list-style-type: none"> <li>• Completing a Common Module and two further modules. In each of these students explore the messages in texts and develop abilities to compose essays and compositions. Students gain understandings of how language is used by authors to persuade readers to accept points of view. Students apply this learning to their own work.</li> <li>• Preparing students for the Year 12 course.</li> </ul> <p><b>Year 12 English Standard involves:</b></p> <ul style="list-style-type: none"> <li>• Completing a Common Module and three further modules.</li> <li>• Encouragement to develop students' own ideas through writing essays and compositions about the concepts and texts they study.</li> <li>• Developing concepts and skills that support university study and success in the future.</li> </ul>	
<p><b>Why study English Standard?</b></p> <ul style="list-style-type: none"> <li>• English is central to education and the only mandatory course in Year 12. Choosing the best English course depends on your career path. The highly regarded English Standard course provides you with the concepts and skills required for university and post-university careers.</li> <li>• Businesses surveyed have consistently expressed that English Standard develops critical thinking, problem solving in diverse settings, and spoken communication.</li> </ul>	

## English (Advanced)

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

Exclusions: English (Standard); Fundamentals of English; English (ESL), English Studies

### Rationale for Advanced Standard

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

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

### The Year 11 and 12 English Advanced courses are designed to allow students to:

- Develop critical thinking, academic writing skills and personal voice as they study a range of demanding texts.
- Analyse and experiment with the way event ideas and processes are represented in and through text.
- Study challenging written, spoken, visual, digital multi-modal and digit texts.
- Research and synthesising information to create their own critical and imaginative responses.
- Allow students to question, reconsider and ????? their understanding of how language conveys meaning.

### Year 11 English Advanced involves:

- Complete a Common Module and two further modules. In each of these students show similar concepts are represented in different texts.
- Close and wide study of a comprehensive range of demanding imaginary, factual and critical texts.

### Year 12 English Advanced involves:

- Completing a Common Module and three further modules.
- Encouragement to develop students' analysis of texts from different time periods, critical thinking and analytical writing.
- Developing conceptual understanding and critical thinking skills.

### Why study English Advanced?

- If you have a love of literature and wish to extend your knowledge
- If you are a creative person and love to analyse and explore challenging ideas
- If you are considering a career in an area which will require writing
- If you have enjoyed English in Years 9 and 10 and your teacher recommends you for studying Advanced English.

Advanced English is more complex and demanding than the other English courses, however, there is the reward of the course scaling significantly higher than the alternate courses.

This course will prepare you well for the communication demands of tertiary education.

## Year 11 English Extension

## Year 12 English Extension 1

## Year 12 English Extension 2

1 unit of study for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** English (Standard); English Studies; English (EALD)

### Rationale for English Extension

The English Extension courses are designed for students with an **interest in literature and a desire to pursue a specialised study of English**. They are one-unit courses which provide students with the following opportunities:

- To develop critical thinking skills as they engage with complex texts of varying forms and from a range of contexts.
- To develop their enjoyment and skills in reading, writing and viewing.
- To develop their conceptual and skills frames that enable cultural literacy and an awareness of the assumptions that guide interpretation and evaluation.

### Year 11 Extension English

- A key focus of this course is how texts relate to culture and values.
- Students study a text from the past and its manifestations in one or more recent cultures, such as The Archetypal Quest in literature.
- Students undertake an independent Research Project on a related topic of their choice and develop their expertise as thinkers, readers and writers.

### Year 12 Extension 1

- Students engage with complex texts that intellectually challenge them to think critically and creatively about the way that literature shapes and reflects the global world.
- Students study a Common Module, *Literary Worlds*, and one elective option.
- Students study three texts from a prescribed list for the chosen option, including at least two extended print texts.
- Students are required to student at least two related texts of their own choosing.

### Year 12 English Extension 2

This fourth unit of English is available for students who are studying the Extension 1 course. It builds on the knowledge and skills they have developed in the English Advanced and English Extension 1 courses.

- Students compose a Major Work in their chosen form which explores a concept of their choice.
- Students may choose from a variety of forms, such as: short stories, short film, speeches and critical responses.
- Extensive independent research is critical to underpin their conceptual study.
- Students are supported by their teachers throughout the composition process of the Major Work and the Reflection Statement.
- The Major Work is submitted towards the end of August. **There is no exam in this subject.**

### Why study English Extension?

- You have an interest in literature and a desire to pursue a specialised study of English
- Please consult with your English teacher about your interest and suitability to study an English Extension course.

<b>Food Technology</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil
<p><b>Course Description</b></p> <p>The Preliminary course introduces students to a broad range of food technology concepts. The factors that influence food availability and selection are examined and current food consumption patterns in Australia are investigated. Food handling is addressed with an emphasis on ensuring safety and managing the sensory characteristics and functional properties of food to produce a quality end product. The role of nutrition in contributing to the health of the individual and the social and economic future of Australia is explored.</p> <p>In the HSC course students examine the structure of the Australian food industry and the operation of one organisation is investigated. Production and processing practices are examined and their impact evaluated. The activities that support food product development are identified and the process applied in the development of a food product. Contemporary nutrition issues are raised, investigated and debated. This knowledge allows students to make informed responses to changes in the production to consumption continuum and influence their decisions about food as educated citizens and in their future careers.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Food Availability and Selection (30%)</li> <li>• Food Quality (40%)</li> <li>• Nutrition (30%)</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• The Australian Food Industry (25%)</li> <li>• Food Manufacture (25%)</li> <li>• Food Product Development (25%)</li> <li>• Contemporary Nutrition (25%)</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>There is no prerequisite study for this course.</p> <p>Practical experiences are not performed on a weekly basis. Opportunities to safely prepare food are integrated into some units in both the Preliminary and HSC year. These are not mandatory.</p> <p>The majority of assessment tasks will contain a mandatory practical element. These opportunities allow students to implement and evaluate solutions to a range of food situations, explore the science of food and develop knowledge and understanding relating to the physiological influence of food on the human body. All resources for practical work and assessment tasks are to be provided by the student.</p>	
<p><b>Why study Food Technology?</b></p> <ul style="list-style-type: none"> <li>• There are many career opportunities in the field of food technology, ranging from nutrition/dietetics, food technologist, scientist to careers in food production, development and manufacturing.</li> <li>• Studying food technology compliments topics also undertaken in Biology and PDHPE. Although Food Technology is not a prerequisite for many of the food technology related university degrees it would support your understanding of the role and function of each sector in the Australian Agri-food chain.</li> </ul>	

<b>French Beginners</b>	
2 units for each of Year 11 and Year 12  Board Developed Course	<b>Exclusions:</b> French Continuers; French Extension  Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's <i>ACE Manual</i> .
<b>Course Description</b>  In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.  Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the French-speaking communities</i> , provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.  Students' skills in, and knowledge of French 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 French-speaking communities through the study of a range of texts.	
<b>Main Topics Covered</b> <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations.</li> </ul>	
<b>Particular Course Requirements:</b>  Access to computer with CD/DVD and/or USB drive, the internet and email.  Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.	
<b>Why study French Beginners?</b> <ul style="list-style-type: none"> <li>• Think food! Think fashion! Think Tour-de-France!</li> <li>• Do you realise that nearly 30% of the English words you already know have a French origin?</li> <li>• Do you know that French is spoken in parts of America, Africa, South-East Asia and the Pacific?</li> <li>• Do you know that French is an important diplomatic language, vital to the International Olympic Committee, Médecins sans Frontières and the Eurovision Song Contest?</li> </ul>	

<b>French Continuers</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Prerequisites:</b> Record of School Achievement (RoSA) French or equivalent knowledge is assumed.  <b>Exclusions:</b> French Beginners
<b>Course Description</b> The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of French 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 French-speaking communities through the study of a range of texts.	
<b>Main Topics Covered</b> <ul style="list-style-type: none"> <li>• The individual</li> <li>• The French-speaking communities</li> <li>• The changing world.</li> </ul> Students' language skills are developed through tasks such as: <ul style="list-style-type: none"> <li>• Conversation</li> <li>• Responding to an aural stimulus</li> <li>• Responding to a variety of written material</li> <li>• Writing for a variety of purposes</li> <li>• Studying the culture of French-speaking communities through texts.</li> </ul>	
<b>Particular Course Requirements:</b> Access to computer with CD/DVD and/or USB drive, the internet and email. Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.	
<b>Why study French Continuers?</b> <ul style="list-style-type: none"> <li>• French is the living and working language of over 300 million people in the world. It is the official language of 49 countries.</li> <li>• French is the international language for several international organisations such as United Nations, the Olympic Games, Red Cross, UNESCO, International Telecommunications Union, International Motocross and Scouts.</li> <li>• To further enjoy learning about France's rich cultural history, lifestyle, art, music, film, fashion, history, sporting events, food, architecture and scenic beauty.</li> </ul>	

<b>Geography</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil
<p><b>Course Description</b></p> <p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Inquiry methodologies are used to investigate the unique characteristics of the world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>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, to demonstrate the relevance of geographical study.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management.</li> <li>• Global Challenges (45%) – geographical study of issues at a global scale.</li> <li>• Senior Geography Project (10%) – a geographical study of student's own choosing.</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection.</li> <li>• Urban Places (33%) – study of cities and urban dynamics.</li> <li>• People and Economic Activity (33%) – geographic study of economic activity in a local and global context.</li> </ul> <p><b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>	
<p><b>Particular Course Requirements</b></p> <p>Students complete a Senior Geography Project (SGP) in the Preliminary course. Students are required to investigate a geographical issue in their local area. Both Preliminary and HSC students are required to undertake 12 hours of fieldwork across the course and are offered opportunities to participate in geography excursions.</p>	
<p><b>Why study Geography?</b></p> <ul style="list-style-type: none"> <li>• You should choose Geography if you have an interest in looking at the world, analysing problems and creating solutions.</li> </ul> <p><b>What are the career links?</b></p> <ul style="list-style-type: none"> <li>• Geography is a discipline which underpins many vocations in areas of data, environment, science, human development and urban planning. This means there are a range of jobs for geographers such as meteorologists, environmental managers and town planners.</li> </ul>	

<b>German Beginners</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> German Continuers; German Extension  Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's <i>ACE Manual</i> .
<b>Course Description</b> <p>In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in German. Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the German-speaking communities</i>; provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of German will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of German-speaking communities through the study of a range of texts.</p>	
<b>Main Topics Covered</b> <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations.</li> </ul>	
<b>Particular Course Requirements:</b> Access to computer with CD/DVD and/or USB drive, the internet and email. Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.	
<b>Why study German Beginners?</b> <ul style="list-style-type: none"> <li>• German is the most widely spoken language in the European Union. Germany has the third strongest economy in the world and is a beautiful country rich in culture and history.</li> <li>• Germany is a major trading partner of Australia and Germans are the biggest tourism spenders in the world. Knowing German creates many business opportunities.</li> <li>• German and English are from the same family of languages, and this means many English words have their origins in German. German is fun to learn.</li> <li>• Germans are great innovators and are at the frontline of new technologies. German is also the second most common language in cyberspace!</li> </ul>	



<b>German Continuers</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Prerequisites:</b> Record of School Achievement (RoSA) German or equivalent knowledge is assumed.  <b>Exclusions:</b> German Beginners.
<b>Course Description</b> The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of German 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 German-speaking communities through the study of a range of texts.	
<b>Themes:</b> <ul style="list-style-type: none"> <li>• the individual</li> <li>• the German-speaking communities</li> <li>• the changing world.</li> </ul> Students' language skills are developed through tasks such as: <ul style="list-style-type: none"> <li>• conversation</li> <li>• responding to an aural stimulus</li> <li>• responding to a variety of written material</li> <li>• writing for a variety of purposes</li> <li>• studying the culture of German-speaking communities through texts.</li> </ul>	
<b>Particular Course Requirements:</b> Access to computer with CD/DVD and/or USB drive, the internet and email. Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.	
<b>Why study German Continuers?</b> <ul style="list-style-type: none"> <li>• Germany is the most important economic power in Europe.</li> <li>• To develop a greater understanding of Germany's place as a world leader.</li> <li>• Use your German skills for further understand the linguistic heritage it shares with English.</li> <li>• To continue your German studies at tertiary level and gain accreditation for past German studies at a number of Australian universities.</li> </ul>	

<b>Industrial Technology (Graphics/Timber)</b>	
<p>2 units for each of Year 11 and Year 12</p> <p>Board Developed Course</p>	<p><b>Exclusions:</b></p> <p>Students wishing to enrol in Timber Products and Furniture Industries <b>must</b> contact the Head Teacher DSoDE as restrictions apply to studying this course.</p> <p>Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses</p>
<p><b>Course Description</b></p> <p>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.</p> <p>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 available for study at Dubbo School of Distance Education are Timber Products &amp; Timber Furnishing OR Graphics Technologies OR Multimedia. A student cannot study more than one of these focus areas.</p> <p><b>Industrial Technology – Timber Products and Furniture Industries</b> consist of a major project and folio with a timber furniture emphasis. Students gain insight into modern industrial processes and the construction of a timber project.</p> <p><b>Industrial Technology – Graphics Technologies</b> consists of a major project and folio with an architectural and/or engineering drawing focus. Students have the opportunity to study manual and computer-aided drawing.</p>	
<p><b>Preliminary and HSC Course</b></p> <p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <li>• Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety</li> <li>• Design and Management – designing, drawing, computer applications, project management</li> <li>• Workplace Communication – literacy, calculations and graphics</li> <li>• Industry-specific Content and Production</li> </ul> <p><b>HSC Course</b></p> <p>Sections taught in Year 11 are explored in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry.</p>	
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course, students must design, develop and construct a minimum of 2 projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.</p> <p>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 their specific focus.</p> <p><i>Access to appropriate materials, equipment and school-based support is crucial.</i> All resources for project work and assessment tasks are to be provided by the student.</p>	
<p><b>Why study Industrial Technology?</b></p> <ul style="list-style-type: none"> <li>• You want to build your technical and applied skills in either timber or graphics.</li> <li>• This is a hands-on course, and prepares students well for different industries including manufacturing, constructions, cabinetry, furniture making.</li> </ul>	

<b>Information Processes and Technology</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Computing Applications CEC
<p><b>Course Description</b></p> <p>Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.</p>	
<p><b>Main topics covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Introduction to Information Skills and Systems (20%)</li> <li>• Tools for Information Processes (50%)</li> <li>• Developing Information Systems. (30%)</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Project Management (20%)</li> <li>• Information Systems and Databases (20%)</li> <li>• Communication Systems (20%)</li> <li>• Option Strands (40%)</li> </ul> <p>Students will select TWO of the following options:</p> <ul style="list-style-type: none"> <li>• Transaction Processing Systems</li> <li>• Decision Support Systems</li> <li>• Automated Manufacturing Systems</li> <li>• Multimedia Systems.</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.</p> <p>The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.</p>	
<p><b>Why study Information Process and Technology?</b></p> <p>The Information Processes and Technology (IPT) Stage 6 course investigates computer-based information systems. It is important for you to realise that these information systems are part of our everyday life. In order to understand and develop information systems successfully in this course, you need to be able to appreciate these systems in real-world contexts, rather than simply rote-learn facts about information systems.</p> <p>Think about the network at your school, local library or perhaps where you have a part-time job. Where is information held about you, how is it held, what are the implications if this information was to be sold or given to a third party?</p> <p>Look around you, investigate information systems, ask questions. What is the purpose of the system? Inquire about the information technology used such as hardware and software, identify the data and the participants and the environment of the system.</p>	

## Investigating Science

2 units for each of Year 11 and Year 12

Board Developed Course

### Course Description

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

Students will be required to carry out a Depth Study over a period of 30 hours within the 120 indicative course hours for both Years 11 and 12. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

### Topics Covered: Year 11 Course

Working Scientifically Skills are developed through the core modules of:

- Cause and effect – observing
- Cause and effect – inferences and generalisations
- Scientific models
- Theories and laws

### Year 12 Course

Working Scientifically Skills are developed through the core modules of:

- Scientific Investigations
- Technologies
- Fact or fallacy?
- Science and society

### Why study Investigating Science?

Investigating Science is a practical based course, which focuses on developing scientific skills. It is highly recommended that students have regular access to the internet to enable collaborative learning experiences with their peers as well as the use of digital technologies for learning.

### Who choose Investigating Science?

- Students taking other HSC sciences (the subjects will bolster each other)
- Students aiming for work within tech industries.
- Students shooting for Uni-level STEM.
- Students aiming for work on tracks that branch out from STEM e.g. Science Communication.

### How will this help me in the future?

- Career opportunities for students interested in any science disciplines, forensics, agriculture, health, STEM related careers, architecture, optometry, meteorology, astronomy, chiropractic, aviation and space engineering, engineering and medicine.

<b>Italian Beginners</b>	
<p>2 units for each of Year 11 and Year 12</p> <p>Board Developed Course</p>	<p><b>Exclusions:</b></p> <p>Italian Continuers; Italian Extension: Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's <i>ACE Manual</i>.</p>
<p><b>Course Description</b></p> <p>In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian. Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the Italian-speaking communities</i>, provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of Italian 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 Italian-speaking communities through the study of a range of texts.</p>	
<p><b>Main Topics Covered</b></p> <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations.</li> </ul>	
<p><b>Particular Course Requirements:</b></p> <p>Access to computer with CD/DVD and/or USB drive, the internet and email.</p> <p>Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.</p>	
<p><b>Why study Italian Beginners?</b></p> <ul style="list-style-type: none"> <li>• Think pizza! Think pasta! Think Pompeii!</li> <li>• Do you know that Italian is the second most foreign language spoken in Australia?</li> <li>• Do you know that the Italian language is vital to matters of art, music, opera, football, motorsports, design and fashion?</li> <li>• Do you know that Italian is a Romance language spoken by over 59 million people?</li> </ul>	

<b>Italian Continuers</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Prerequisites:</b> Record of School Achievement (RoSA) Italian or equivalent knowledge is assumed.  <b>Exclusions:</b> Italian Beginners.
<b>Course Description</b> The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of Italian 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 Italian-speaking communities through the study of a range of texts.	
<b>Themes:</b> <ul style="list-style-type: none"> <li>• the individual</li> <li>• the Italian-speaking communities</li> <li>• the changing world.</li> </ul> Students' language skills are developed through tasks such as: <ul style="list-style-type: none"> <li>• conversation</li> <li>• responding to an aural stimulus</li> <li>• responding to a variety of written material</li> <li>• writing for a variety of purposes</li> <li>• studying the culture of Italian-speaking communities through texts.</li> </ul>	
<b>Particular Course Requirements:</b> Access to computer with CD/DVD and/or USB drive, the internet and email. Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.	
<b>Why study Italian Continuers?</b> <ul style="list-style-type: none"> <li>• Italian is the official language of Italy, San Marino and the Vatican City. It is one of the four official languages of Switzerland and one of the eleven official languages of the European Union. Italian being spoken in many other countries in Europe, in North and South America, Africa and Australia.</li> <li>• Italian is the international language for several international organisations such as the United Nations, Red Cross, UNESCO, International Telecommunications Union, International Motocross and Scouts.</li> </ul>	

<b>Italian Extension</b>	
<p>1 unit for HSC Board Developed Course</p>	<p><b>Prerequisites:</b> The Italian Continuers Preliminary course</p> <p><b>Co-requisites:</b> The Italian Continuers HSC course</p> <p><b>Exclusions:</b> Nil</p>
<p><b>Course Description</b></p> <p>The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Italian language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate Italian as a medium for communication and creative thought and expression.</p>	
<p><b>Prescribed Text 2020-2024:</b></p> <p><b>Text type: Novel</b>  <b>Title: Bianca come il latte, rossa come il sangue (White like milk, red like blood)</b>  <b>Author: Alessandro D'Avenia</b>  <b>Publisher: Mondadori – Milano</b>  <b>ISBN: 978-88-6621-005-4</b></p> <p><b>Theme:</b></p> <p>The individual and contemporary society.</p> <p><b>Prescribed Issues:</b></p> <ul style="list-style-type: none"> <li>• The role of education</li> <li>• The evolving Nature of Relationships</li> <li>• The quest for Identity</li> <li>• Students' knowledge and understanding of the issues are developed through tasks such as:</li> <li>• Discussing issues in prescribed and related text</li> <li>• Presenting points of view on issues</li> <li>• Analysing aural and written texts.</li> </ul>	
<p><b>Particular Course Requirements:</b></p> <p>Access to computer with USB drive, the internet and email.</p> <p>Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.</p>	
<p><b>Why study Italian Extension?</b></p> <ul style="list-style-type: none"> <li>• To study a Italian novel in Italian.</li> <li>• To write about modern themes and issues in Italian.</li> <li>• To speak about modern themes and issues in Italian.</li> <li>• To improve your literacy skills in Italian and English.</li> </ul>	

<b>Japanese Beginners</b>	
<p>2 units for each of Year 11 and Year 12</p> <p>Board Developed Course</p>	<p><b>Exclusions:</b> Japanese Continuers; Japanese Extension; Japanese Background Speakers.</p> <p>Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's <i>ACE Manual</i>.</p>
<p><b>Course Description</b></p> <p>In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the Japanese-speaking communities</i>; provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.</p> <p>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.</p>	
<p><b>Main Topics Covered</b></p> <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations.</li> </ul>	
<p><b>Particular Course Requirements:</b></p> <p>Access to computer with CD/DVD and/or USB drive, the internet and email.</p> <p>Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.</p>	
<p><b>Why study Japanese Beginners?</b></p> <ul style="list-style-type: none"> <li>• Learn an entirely new alphabet and be able to read this: 日本語へようこそ！</li> <li>• Broaden your horizons learning about Japan's cultural traditions and modern technologies.</li> <li>• Japan has 108 sister-cities with cities and states in Australia. Does your city have one?</li> </ul>	



<b>Japanese Continuers</b>	
<p>2 units for each of Year 11 and Year 12</p> <p>Board Developed Course</p> <p><b>Prerequisites:</b> Record of School Achievement (RoSA) Japanese or equivalent knowledge is assumed.</p>	<p><b>Exclusions:</b></p> <p>Japanese Beginners; Japanese Background Speakers.</p> <p>Strict eligibility rules apply to the study of this subject.</p> <p>Check with your teacher or refer to Section 8.2.2.2 of the Board's <i>ACE Manual</i>.</p>
<p><b>Course Description</b></p> <p>The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.</p>	
<p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• the Japanese-speaking communities</li> <li>• the changing world.</li> <li>• Students' language skills are developed through tasks such as: <ul style="list-style-type: none"> <li>• conversation</li> <li>• responding to an aural stimulus</li> <li>• responding to a variety of written material</li> <li>• writing for a variety of purposes</li> <li>• studying the culture of Japanese-speaking communities through texts.</li> </ul> </li> </ul>	
<p><b>Particular Course Requirements:</b></p> <p>Access to computer with CD/DVD and/or USB drive, the internet and email.</p> <p>Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.</p>	
<p><b>Why study Japanese Continuers?</b></p> <ul style="list-style-type: none"> <li>• You're already hooked on the subject!</li> <li>• Gain a deeper knowledge of Japanese culture and lifestyle.</li> <li>• Grow your vocabulary and ability to express yourself in Japanese.</li> </ul>	

## Legal Studies

2 units for each of Year 11 and Year 12

Exclusions: Nil

Board Developed Course

### Course Description

Legal Studies 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 range of contemporary issues.

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.

### Main topics covered

#### Preliminary Course

Part I	The legal system	(40% of course time)
Part II	The individual and the law	(30% of course time)
Part III	Law in practice	(30% of course time)

#### HSC Course

Part I of the Core	Crime	(30% of course time)
Part II of the Core	Human rights	(20% of course time)
Part III of the Core	Options	(50% of course time)

The two options selected for Part III are Consumers and Shelter.

### Particular Course Requirements

Study of this course requires access to the Internet on a weekly basis, as well as an interest in current legal events and access to news media. Students will need to have internet access to complete their course work in this subject.

### Why study Legal Studies?

- You should choose Legal Studies if you are interested in how the legal system works and evaluating its success. It may also be for you if you like to construct arguments and form opinions.

### What are the career links?

- Legal Studies will provide you with knowledge to move toward a range of vocations which help support a functioning society which could include lawyer, child advocate, social worker, court reporter, police officer and working for human rights organisations.

## Mathematics Standard Year 11

## Mathematics Standard 2 Year 12

**Prerequisites:** The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: Area and Surface Area, Equations, Financial Mathematics, Linear Relationships, Non-linear Relationships, Probability, Right-angled Triangles (Trigonometry), Single Variable Data Analysis and Volume.

Students who have gained a basic or elementary knowledge of the outcomes in the Stage 5.1 course Record of School Achievement (RoSA) are advised to discuss their course choice with the Head Teacher of Mathematics before a decision to attempt this course is made.

**Exclusions:** Students may **not** study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.

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

### Course description

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

### Content

The Mathematics Standard Year 11 course comprises of four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

#### Year 11 Course

**Topic: Algebra**

Formulae and Equations  
Linear Relationships

**Topic: Measurement**

Applications of Measurement  
Working with Time

**Topic: Financial Mathematics**

Money Matters

**Topic: Statistical Analysis**

Data Analysis  
Relative Frequency and Probability

#### Year 12 Course

**Topic: Algebra**

Types of Relationships

**Topic: Measurement**

Non-right-angled  
Trigonometry  
Rates and Ratios

**Topic: Financial Mathematics**

Investments and Loans  
Annuities

**Topic: Statistical Analysis**

Bivariate Data Analysis  
The Normal Distribution

**Topic: Networks**

Network Concepts  
Critical Path Analysis

### Why study Mathematics Standard 2?

- Study of the Year 12 Mathematics Standard 2 course can provide students with a strong foundation for most university courses including the humanities, education, nursing and paramedical sciences.

<p><b>Mathematics Standard Year 11</b></p> <p><b>Mathematics Standard 1 Year 12</b></p>	<p><b>Mathematics Standard 1 is a Board Developed Course</b></p> <p><b>Category B status for Australian Tertiary Admission Rank (ATAR)</b></p>
<p><b>Prerequisites:</b> The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: Area and Surface Area, Equations, Financial Mathematics, Linear Relationships, Non-linear Relationships, Probability, Right-angled Triangles (Trigonometry), Single Variable Data Analysis and Volume.</p> <p>Students who have gained a basic or elementary knowledge of the outcomes in the Stage 5.1 course Record of School Achievement (RoSA) are advised to discuss their course choice with the Head Teacher of Mathematics before a decision to attempt this course is made.</p> <p><b>Exclusions:</b> Students may <b>not</b> study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course. <i>The ATAR classification of Mathematics Standard 1 is Category B.</i></p>	
<p><b>Course description</b></p> <ul style="list-style-type: none"> <li>• The Mathematics Standard Year 11 course is a 2 unit common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course, both of which are 2 unit courses.</li> <li>• Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol <math>\diamond</math>.</li> <li>• Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. The status of ATAR eligibility is Category B</li> <li>• All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</li> </ul>	
<p><b>Content</b></p> <p>The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks.</p>	
<p><b>Year 11 Course</b></p> <p><b>Topic: Algebra</b></p> <ul style="list-style-type: none"> <li>• Formulae and Equations</li> <li>• Linear Relationships</li> </ul> <p><b>Topic: Measurement</b></p> <ul style="list-style-type: none"> <li>• Applications of Measurement</li> <li>• Working with Time</li> </ul> <p><b>Topic: Financial Mathematics</b></p> <p>Money Matters</p> <p><b>Topic: Statistical Analysis</b></p> <ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Relative Frequency and Probability</li> </ul>	<p><b>Year 12 Course</b></p> <p><b>Topic: Algebra</b></p> <ul style="list-style-type: none"> <li>• Types of Relationships</li> </ul> <p><b>Topic: Measurement</b></p> <ul style="list-style-type: none"> <li>• Right-angled Triangles</li> <li>• Rates</li> <li>• Scale Drawings</li> </ul> <p><b>Topic: Financial Mathematics</b></p> <ul style="list-style-type: none"> <li>• Investment</li> <li>• Depreciation and Loans</li> </ul> <p><b>Topic: Statistical Analysis</b></p> <ul style="list-style-type: none"> <li>• Further Statistical Analysis</li> </ul> <p><b>Topic: Networks</b></p> <ul style="list-style-type: none"> <li>• Network and Paths</li> </ul>
<p><b>Why study Mathematics Standard 1?</b></p> <ul style="list-style-type: none"> <li>• The Mathematics Standard 1 delivers excellent post schooling skills with maths.</li> <li>• The Mathematics Standard 1 course provides students with the opportunity to develop appropriate understanding and competence in aspects of mathematics for a range of vocational pathways, in careers or in further training.</li> </ul>	

## Mathematics Advanced

2 units for each of Preliminary and HSC - Board Developed Course

**Prerequisites:** The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: Algebraic Techniques, Surds and Indices, Equations, Linear Relationships, Trigonometry and Pythagoras' Theorem, Single Variable Data Analysis; and at least some of the content from the following substrands of Stage 5.3: Non-linear Relationships, Properties of Geometrical Shapes.

**Exclusions:** Mathematics Standard

### Course description:

- The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Advanced course will sit for an HSC examination.

### Course content

#### Preliminary Course

##### Topic: Functions

- Working with Functions

##### Topic: Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

##### Topic: Calculus

- Introduction to Differentiation

##### Topic: Exponential and Logarithmic Functions

- Logarithms and Exponentials

##### Topic: Statistical Analysis

- Probability and Discrete Probability Distributions

### HSC Course

#### Topic: Functions

- Graphing Techniques

#### Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

#### Topic: Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

#### Topic: Financial Mathematics

- Modelling Financial Situations

#### Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

### Particular course requirements

It is strongly recommended that students who elect to do this course have internet access to allow for online delivery.

### Why study Mathematics?

- The Mathematics Advanced course is the most appropriate basis for further studies in mathematics in university courses such as in the life sciences, business, finance, technology and education.

## Mathematics Extension 1

1 unit for each of Preliminary (*Preliminary Mathematics Extension*) and HSC - Board Developed Course

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

**Exclusions:** Mathematics Standard 1 or Mathematics Standard 2

### Course description:

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination in both Mathematics Advanced **and** Mathematics Extension 1 unless also studying Mathematics Extension 2.

### Course content

#### Year 11 Course

##### Topic: Functions

- Further Work with Functions
- Polynomials

##### Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

##### Topic: Calculus

- Rates of Change

##### Topic: Combinatorics

- Working with Combinatorics

#### Year 12

##### Topic: Proof

- Proof by Mathematical Induction

##### Topic: Vectors

- Introduction to Vectors

##### Topic: Trigonometric Functions

- Trigonometric Equations

##### Topic: Calculus

- Further Calculus Skills
- Applications of Calculus

##### Topic: Statistical Analysis

- The Binomial Distribution

### Particular course requirements

Please note that the Mathematics Extension 1 includes the whole of the Mathematics Advanced course. As such, it is not offered as a “stand alone” course. It is strongly recommended that students who elect to this course have internet access to allow for online delivery.

### Why study Mathematics Extension 1?

- The Mathematics Extension 1 course provides students with the opportunity to develop thorough understanding and competence in aspects of mathematics for further students in mathematics itself, and in such areas as physics, chemistry, engineering statistics, and computer science.

## Modern History

2 units for each of Year 11 and Year 12  
NESA developed courses.

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 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.

### Topics Covered

#### Year 11 Course

##### Part 1: Investigating Modern History

- a. The Nature of Modern History – Historic sites and sources, contestability.
- b. Case studies – Decline and Fall of the Roman Dynasty, Indochina to 1945.

##### Part 2: Historical Investigation

This investigative research extends a particular area of individual interest.

##### Part 3: The Shaping of the Modern World – World War I

The Enlightenment, The French Revolution, The Age of Imperialism, The Industrial Age, World War I, The End of Empire.

#### Year 12 Course – comprises FOUR sections

**Part 1:** Core Study: Power and Authority in the Modern World 1919-1946

**Part 2:** National Study topic – Russia and the Soviet Union 1917 – 1941, China, India, Indonesia, Japan, Australia, USA, Russia or Iran

**Part 3:** Peace and Conflict topic – Indochina, 1954 – 1979 Israeli conflicts.

**Part 4:** Change in the Modern World topic – Civil Rights in USA.

### Particular Course Requirements

Access to computer with internet and email.

### Why study Modern History?

You should choose Modern History if you:

- Want to learn about wars, politics, the key personalities, ideas and forces of history.
- Are interested in why history is relevant to us today.
- Enjoy the stories of the past.
- Like reading and investigating primary and secondary resources.
- Want to develop valuable skills for employment or further study, such as researching, arguing, evaluating and communicating your ideas clearly.

<b>Music 1</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Music 2
<p><b>Course Description</b></p> <p>In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p>	
<p><b>Who suits Music 1?</b></p> <p>Music 1 will suit any musician. Music 1 does not require students to have formally studied Music previously, however, it is advised that students have a level of proficiency in music. Music 1 suits students who can read music, students who can read tabs, chord charts, lead charts, and also students who do not read music. It suits musicians in a range of styles.</p>	
<p><b>Main Topics Covered</b></p> <p>Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.</p>	
<p><b>Particular Course Requirements</b></p> <p><b>HSC course</b></p> <p>In addition to core studies in performance, composition, musicology and aural, students select <b>three</b> electives from any combination of performance, composition and musicology. These electives must represent <b>each</b> of the three topics studied in the course.</p> <p>Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.</p> <p>Students must be prepared to perform on an instrument or voice and must have access to an instrument. Basic ability to read notation is assumed. Access to a digital recorder to record performances is essential. Access to computer with CD/DVD drive and the internet.</p> <p>Weekly access to at least one of the following:</p> <ul style="list-style-type: none"> <li>• Phone</li> <li>• Computer or device with Internet</li> <li>• Access to web conferencing</li> <li>• A phone or tablet for recording purposes</li> </ul>	
<p><b>Why study Music 1?</b></p> <ul style="list-style-type: none"> <li>• There are a wide range of careers that link with Music. These include performer, composer, DJ, A&amp;R coordinator, songwriter, record producer, audio engineer, audio designer, music therapist, recording engineer, music journalist, concert promoter, music director, music manager, session musician, private Music Teacher, College, Music Education Specialists, musical instrument builder/repairer, piano tuner technician, music business, orchestrator, copyist, ethnomusicologist, TV music writer and opera singer to mention a few.</li> <li>• Any instrument or voice within your performing studies is accepted.</li> <li>• Technology is integral to music. Often music is at the forefront of technology due to the nature of the equipment and the sound requirements within music and the music industry.</li> <li>• Both Music 1 and 2 can lead onto further courses beyond school.</li> </ul>	



<b>Music 2</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Music 1
<p><b>Course Description</b></p> <p>This course is designed for students who have considerable musical experience and are currently playing an instrument/singing. Students should have a strong knowledge of music notation and the ability to extend their aural skills.</p> <p>Students selecting Music 2 have a formal background in music, have developed music literacy skills and have some knowledge and understanding of musical styles.</p> <p>Specific skills required for Music 2 include:</p> <ul style="list-style-type: none"> <li>• sight-singing</li> <li>• composition</li> <li>• melodic and rhythmic dictation</li> <li>• score analysis, and</li> <li>• an instrumental or vocal major to a suggested 6<sup>th</sup> Grade AMEB equivalent level and a 5<sup>th</sup> Grade AMEB theory level.</li> </ul> <p>NB. Students will be required to submit a performance and complete a theory knowledge pretest before being accepted into this course.</p> <p>This subject has the option to study Extension Music in Year 12 (1 extra unit)</p>	
<p><b>Main Topics Covered</b></p> <p>Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.</p> <p>In the Preliminary course, the Mandatory Topic is Music 1600–1900.</p> <p>In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).</p>	
<p><b>Particular Course Requirements</b></p> <p>In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.</p> <p>All students will be required to develop a composition portfolio for the core composition.</p> <p>Weekly access to at least one of the following:</p> <ul style="list-style-type: none"> <li>• Phone</li> <li>• Computer or device with Internet and access to web conferencing</li> <li>• A phone or tablet for recording purposes</li> </ul>	
<p><b>Why study Music 2?</b></p> <ul style="list-style-type: none"> <li>• There are a wide range of careers that link with Music. These include performer, composer, producer, audio engineer, music therapist, musical director, private tutor, orchestrator, music journalist and manager. The list is almost endless!</li> <li>• Music 2 is a course for students who have an advanced level of knowledge of music theory and musicianship.</li> </ul>	

<b>Music Extension Course</b>	
1 unit/60 hour course Board Developed Course	<b>Prerequisites:</b> Music 2 (studied concurrently with HSC course of Music 2) or at the completion of the HSC course in Music 2 for those students undertaking pathways.  <b>Exclusions:</b> Music 1
<b>Course Description</b> <p>The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.</p> <p>Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.</p>	
<b>Particular Course Requirements</b> <p>Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.</p>	
<b>Why study Music Extension?</b> <ul style="list-style-type: none"> <li>• Interest and high ability in one of the three areas: performance, composition and musicology.</li> <li>• Please consult with your music teacher about your interest and suitability in studying the Music Extension course.</li> </ul>	

<b>Personal Development, Health and Physical Education</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil
<p><b>Course Description</b></p> <p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance.</p>	
<p><b>Preliminary Course</b></p> <p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>• Better Health for Individuals</li> <li>• The Body in Motion</li> </ul> <p><b>Optional Component (40%)</b></p> <p>Students select <b>two</b> of the following options:</p> <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Composition and Performance</li> <li>• Fitness Choices</li> <li>• Outdoor Recreation</li> </ul>	<p><b>HSC Course</b></p> <p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>• Health Priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul> <p><b>Optional Component (40%)</b></p> <p>Students select <b>two</b> of the following options:</p> <ul style="list-style-type: none"> <li>• The Health of Young People</li> <li>• Sport and Physical Activity in Australian Society</li> <li>• Sports Medicine</li> <li>• Improving Performance</li> <li>• Equity and Health</li> </ul>
<p>In the Preliminary year at Dubbo School of Distance Education, students typically study the following two options: Fitness Choices and First Aid. Students will focus on assessment of physical fitness levels as well as the management and prevention of injuries in first aid situations.</p>	
<p>In the HSC year at Dubbo School of Distance Education, students typically study the following two options: Sports Medicine and Improving Performance. Students will focus on improved performance and safe participation by learning about advanced approaches to training and sports medicine concepts.</p>	
<p><b>Why study Physical Development, Health and Physical Education?</b></p> <ul style="list-style-type: none"> <li>• You have an interest in movement science, health science, anatomy, physical activity and sport.</li> <li>• Want to develop and improve your understanding of the physiological functioning of the human body and the factors that influence health.</li> <li>• Like the theoretical aspect of PDHPE and want to know more about how to live your best, healthy life!</li> <li>• Have career aspirations related to the Allied Health (physiotherapy, paramedicine), Medical, Teaching, Science, Coaching, Personal Training or Health Promotion fields.</li> </ul>	

## Physics

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

### Course Description

Physics uses mathematical models to investigate motion, along with energy and Force. Physics also investigates interactions of nuclear particles and the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics develops students' Working Scientifically skills while exploring models and analysing theories and laws.

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

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers.

### Topics Covered

#### Year 11 Course

Working Scientifically skills are included throughout the course.

#### Core Modules

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

#### Depth Studies

Students will complete investigations during the Physics course.

#### Year 12 Course

Working Scientifically skills are included throughout the course.

#### Core Modules

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

#### Depth Studies

Students will complete investigations during the Physics course.

### Particular Course Requirements

Working Scientifically skills must be addressed within and across each topic in the course. Opportunities will be provided to develop the full range of working scientifically skills. These skills include predicting, planning investigations, conducting investigations, processing and analysing data including the use of digital technologies and media, problem solving and communicating. Students studying Physics should also be completing Advanced Mathematics (Standard Mathematics is not enough).

Practical investigations are an essential part of the course and must occupy at least 35 hours of course time in each year including the depth studies.

### Why study Physics?

- Students who study physics will need an inquisitive mind, a natural aptitude for mathematics and a keen eye for detail.
- Possible careers which use physics can include law, finance, medicine, engineering, biology, education, automotive and aerospace industries, defence, the public sector, healthcare, energy, materials, technology, computing and IT.
- Physics can take you anywhere.

## Society and Culture

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

**Exclusions:** Nil

### Course Description

The key focus of Society and Culture is the development of social and cultural literacy and a clear understanding of the interactions of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation- is also central to the course. This course is conceptually based and promotes awareness of cultural continuity and change within societies and cultures.

Society and Culture allows students to develop numerous transferrable skills, including communication and presentation skills, verbal reasoning, leadership and essential research skills. Students gain an insight into human behaviour and develop a means to understanding and analysing local and global culture. They are equipped with a clear understanding of concepts, methodologies and values relating to a range of human issues.

A key aspect of this course is the development of research methods. In the HSC course the students research an area of particular interest to them and present their findings in the externally assessed Personal Interest Project (PIP).

### Preliminary Course

**Three topics are studied in the preliminary course:**

- **The Social and Cultural World:** The interaction between aspects of societies and cultures
- **Personal and Social Identity:** Socialisation and coming of age in a variety of social and cultural settings
- **Intercultural Communication:** How people in different cultures interact and communicate.

### HSC Course

**This course has three components: a core module, two depth studies and the PIP.**

#### Core Module

- **Social and Cultural Continuity and Change:** The nature of continuity and change and study of a selected country

#### Two depth studies:

- **Popular culture:** the interaction between popular culture, society and the individual
- **Social Inclusion and Exclusion:** The nature of social inclusion and exclusion and the implications for individuals and groups in societies and cultures.
- **The Personal Interest Project**
- **Personal Interest Project:** An individual research project

### Particular Course Requirements

Completion of Personal Interest Project (HSC Course 40%)

### Why study Society and Culture?

- If you like to investigate contemporary issues and the processes affecting changes in the world. You will also complete a Personal Interest Project of your own topic choice in the HSC.
- Society and Culture has a strong academic research focus and aligns with university standards which will set you up for further study and vocations such as researcher, sociologist, policy writer, politician and social worker.

<b>Software Design and Development</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Computing Applications CEC
<p><b>Course Description</b></p> <p>Software design and development refers to the creativity, knowledge, values and communication skills required to develop computer programs. The subject provides students with a systematic approach to problem-solving, an opportunity to be creative, excellent career prospects and interesting content.</p> <p>While a variety of computer applications are used in this subject, they are not the primary focus. The focus of this subject is the development of computer-based solutions that require the design of computer software.</p> <p>The language that will be studied in Software Design and Development at Dubbo School of Distance Education will be Python. All effort will be made to use Internet based programs for programming, removing the need to install software on computers, but this does mean that you will need a reliable Internet connection and access to a reasonable download limits to be able to do this course.</p>	
<p><b>Main topics covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Developing Software Solutions (20%)</li> <li>• Concepts and Issues in the Design and Development of Software (30%)</li> <li>• Introduction to Software Development (50%)</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Development and Impact of Software Solutions (15%)</li> <li>• Software Development Cycle (40%)</li> <li>• Developing a Solution Package (25%)</li> <li>• Option Strand (20%)</li> </ul> <p>Students will be studying Option 2: Interrelationship between software and hardware.</p>	
<p><b>Particular Course Requirements</b></p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.</p> <p>The percentage values in each course refer to indicative course time.</p>	
<p><b>Why study Software Design and Development?</b></p> <ul style="list-style-type: none"> <li>• This course will provide students with the knowledge and skills to solve complex problems through algorithm design and software solutions. They will explore complex problem solving, individually learn to code in Python programming language. This course will include project design and management skills, computational thinking, all skills to enable the students to be creators of their own software solutions, rather than consumers of others.</li> <li>• This course is best suited to those students with a keen interest in coding - if you are already exploring coding and specific computer languages this course will allow you to apply your interest.</li> </ul>	

<b>Spanish Beginners</b>	
<p>2 units for each of Year 11 and Year 12</p> <p>Board Developed Course</p>	<p><b>Exclusions:</b></p> <p>Spanish Continuers; Spanish Extension</p> <p>Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's <i>ACE Manual</i>.</p>
<p><b>Course Description</b></p> <p>In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Spanish. Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the Spanish-speaking communities</i>; provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of Spanish 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 Spanish-speaking communities through the study of a range of texts.</p>	
<p><b>Main Topics Covered</b></p> <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations.</li> </ul>	
<p><b>Particular Course Requirements:</b></p> <p>Access to computer with CD/DVD and/or USB drive, the internet and email.</p> <p>Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.</p>	
<p><b>Why study Spanish Beginners?</b></p> <ul style="list-style-type: none"> <li>• Think fiesta! Think flamenco! Think fútbol!</li> <li>• Spanish is the first language of more than 500 million people in Latin America and Spain. It is the third most spoken language in the world.</li> <li>• By learning this language with us, you can enter into the rich diverse cultures of the Spanish speaking world.</li> </ul>	

<b>Spanish Continuers</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Prerequisites:</b> Record of School Achievement (RoSA) Spanish or equivalent knowledge is assumed.  <b>Exclusions:</b> Spanish Beginners
<b>Course Description</b> The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of Spanish 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 Spanish-speaking communities through the study of a range of texts.	
<b>Themes:</b> <ul style="list-style-type: none"> <li>• the individual</li> <li>• the Spanish-speaking communities</li> <li>• the changing world.</li> </ul> Students' language skills are developed through tasks such as: <ul style="list-style-type: none"> <li>• conversation</li> <li>• responding to an aural stimulus</li> <li>• responding to a variety of written material</li> <li>• writing for a variety of purposes</li> <li>• studying the culture of Spanish-speaking communities through texts.</li> </ul>	
<b>Particular Course Requirements:</b> Access to computer with CD/DVD and/or USB drive, the internet and email. Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.	
<b>Why study Spanish Continuers?</b> <ul style="list-style-type: none"> <li>• You're already hooked!</li> <li>• Think churros! Think chocolate! Think Cha Cha Cha!</li> <li>• The seed has already been planted and you have watched your language grow. Now it's time to branch out and enjoy the rewards of a deeper understanding.</li> <li>• By learning this language with us, you will dive even further into the rich diverse cultures of the Spanish speaking world, its history, traditions and enticing way of life.</li> </ul>	



<b>Textiles and Design</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil
<p><b>Course Description</b></p> <p>The <b>Preliminary course</b> involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of two preliminary textile projects. These projects develop each student’s creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for end use.</p> <p>The <b>HSC course</b> builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The Major Textiles Project is selected from a specific focus area, enabling students to explore an area of interest. The project has two components: textiles item/s and supporting documentation.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Design (40%)</li> <li>• Properties and Performance of Textiles (50%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%).</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Design (20%)</li> <li>• Properties and Performance of Textiles (20%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>• Major Textiles Project (50%).</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course students will undertake two practical textile projects. Project 1 is drawn from the area of study Design. Project 2 is drawn from the area Properties and Performance of Textiles area of study.</p> <p>In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p> <p>Students who choose this subject must have access to a reliable and functioning sewing machine plus basic sewing tools and equipment. A support person with sewing experience is desirable.</p> <p>All resources for project work and assessment tasks are to be provided by the student.</p> <p>Studying Textiles and Design can lead to many different career and study paths including: fashion designer, interior designer, costume designer, technology teacher, retail buyer, fashion illustrator, milliner, textiles technician and industrial textiles manufacturer.</p>	
<p><b>Why study Textiles and Design?</b></p> <ul style="list-style-type: none"> <li>• You love being creative and making things – you might have an interest in design, fabric and fashion.</li> <li>• Studying Textiles and Design can lead to many different career and study paths including: fashion designer, interior designer, costume designer, technology teacher, retail buyer, fashion illustrator, milliner, textiles technician and industrial textiles manufacturer.</li> </ul>	

<b>Visual Arts</b>	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
50% Artmaking 50% Historical and Critical Studies	
<b>Course Description</b> Visual Arts involves students in artmaking, art criticism and art history. Students develop artworks in at least two (2) of the below expressive forms in the Preliminary course and focus on one (1) or more expressive forms in developing a body of work in the HSC course. These include: painting, sculpture, documented forms, collection of works, photomedia, printmaking, textiles and fibre, graphic design, designed objects, ceramics, time-based forms. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.	
<b>Preliminary Course</b> learning opportunities focus on: <ul style="list-style-type: none"> <li>• practice in artmaking, art criticism and art history through different investigations</li> <li>• the role and function of artists, artworks, the world and audiences in the artworld</li> <li>• the different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>• how students may develop representation and conceptual meaning through material practice</li> <li>• building understandings over time through various investigations and working in different forms</li> <li>• experimentation in a range of materials and forms.</li> </ul> <b>HSC Course</b> learning opportunities focus on: <ul style="list-style-type: none"> <li>• how students may develop their practice in artmaking, art criticism, and art history</li> <li>• how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>• how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations</li> <li>• how students may further develop meaning and focus in their work</li> <li>• developing a body of work that explores material and conceptual practice.</li> </ul>	
<b>Particular Course Requirements</b> <b>Preliminary Course:</b> <ul style="list-style-type: none"> <li>• Artworks in at least two expressive forms and use of a Visual Arts Diary</li> <li>• a broad investigation of ideas in art making, art criticism and art history.</li> </ul>	<b>HSC Course:</b> <ul style="list-style-type: none"> <li>• development of a body of work and use of a Visual Arts Diary</li> <li>• a minimum of five Case Studies (4–10 hours each) which involves deeper and more complex investigations in art making, art criticism and art history.</li> </ul>
<b>Why study Visual Arts?</b> <ul style="list-style-type: none"> <li>• You love being creative and producing high quality artworks.</li> <li>• You are interested in art history and the development of new technologies in art.</li> <li>• You might be pursuing a career that draws upon artistic practice and thinking – including artist, photographer, journalist, designer, architect, curator, film maker – the possibilities are endless!</li> </ul>	

## Content Endorsed Course Descriptions

Driver Education 120hrs/240hrs	
Content Endorsed Course	Exclusions: Nil
<b>Course Options</b> There are two options available to students who wish to study Driver Education: <ol style="list-style-type: none"><li>1. Study 2 units over 1 year (120hrs - <b>either</b> Preliminary or HSC);</li><li>2. Study 2 units over 2 years (240hrs – <b>both</b> Preliminary <b>and</b> HSC.</li></ol>	
<p>The Driver Education course is designed to assist students in developing their knowledge and understanding of being a responsible road user, passenger, pedestrian, cyclist and future driver. The focus of this course is placed on assisting students to make informed decisions as road users.</p> <p><b>There is no HSC examination for this course.</b></p> <p>By completing this course, students will:</p> <ul style="list-style-type: none"><li>• Develop knowledge and understanding of the requirements and processes involved in obtaining a licence.</li><li>• Develop knowledge and understanding of the road laws applicable to all road users</li><li>• Develop an awareness of the factors that contribute to road accidents and their impact on road safety</li><li>• Develop driver awareness of the strategies applied that promote safe use of our roads.</li><li>• Learn to identify and modify behaviours that may contribute to unsafe driving / riding.</li><li>• Access support services and education to become safer drivers.</li></ul> <p>Topics studied include a number of different modules from the following:</p> <ul style="list-style-type: none"><li>• Road Safety Literacy</li><li>• Support Group Awareness</li><li>• Behaviours and Attitudes</li><li>• Road Safety and the Law Consumer Awareness</li><li>• Speed Kills</li><li>• Car Maintenance</li><li>• Planning a road trip</li><li>• Motorcycle safety</li><li>• Crash analysis</li></ul>	
<b>Particular Course Requirements</b> Nil	
<b>Why study Driver Education?</b> <ul style="list-style-type: none"><li>• Support young drivers / riders to move towards obtaining their driver / rider license.</li><li>• Provide young drivers / riders with the knowledge and understanding of strategies needed to become a safe driver / rider.</li><li>• Provide the young driver / rider with the capacity to make good decision around road use, promote road safety and identify potential hazards to make appropriate and safe choices.</li><li>• Learn about the process involved with budgeting, insurances, registration and the maintaining a car.</li></ul>	

## Exploring Early Childhood 60hrs/120hrs/240hrs

Content Endorsed Course

Exclusions: Nil

### Course Options

There are three options available to students who wish to study Exploring Early Childhood:

1. Study 1 unit over 1 year (60hrs - **either** Preliminary or HSC);
2. Study 2 units over 1 year (120hrs - **either** Preliminary or HSC);
3. Study 2 units over 2 years (240hrs – **both** Preliminary **and** HSC).

### Course Overview

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

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

### Core Studies

- **Part A:** Pregnancy and Childbirth
- **Part B:** Child Growth and Development
- **Part C:** Promoting Positive Behaviour

### Optional modules studied at Distance Education:

- **Option 2:** Play and the Developing Child
- **Option 3:** Starting School
- **Option 8:** The Children's Service Industry
- **Option 9:** Young Children and the Media
- **Option 11:** Children's Literature
- **Option 12:** Food and Nutrition
- **Option 13:** Child Health and Safety
- **Option 14:** Young Children with Special Needs

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- become aware of the work opportunities available in the area of children's services.

### Particular Course requirements

Students would benefit from having regular access to the internet as there are aspects of the course that can be completed online. Students will also have opportunities to observe and interact with children.

### Why study Exploring Early Childhood?

- You enjoyed completing the Child Studies elective in Years 9 and 10.
- Have an interest in the factors influencing the development of children.
- Have career aspirations relating to the early childhood, teaching, paediatric medicine, nursing and occupational therapy fields.
- Intend to study Certificate II or Certificate III in Children's Services at TAFE – the courses complement each other.

## Financial Management

### Content Endorsed Course

2 units each for the Year 11 and Year 12

### Exclusions: Nil

### Course Description

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

This course is designed to equip young people transitioning into adulthood with the motivation and tools to manage their money with confidence. Being 'MoneySmart' is a core life skill. In a rapidly changing world of personal finance, young people will benefit from gaining and applying the knowledge, understanding, skills and behaviours to establish good consumer and financial habits.

### Main Topics Covered

The structure of the Financial Management course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content from one or more of the following seven modules:

- Money, Money, Money
- Car Ownership
- Credit and debt
- Mobile phone ownership
- Moving out of home
- Online financial transactions
- First job

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students' priorities, needs and interests.

### Particular Course Requirements

Students undertaking this course will need to have access to a computer in order to use stimulus material for lesson activities. Internet access may also be required for some activities.

### Assessment

Students are assessed in relation to the selected Financial Management course outcomes and content.

### Why study Financial Management?

- This course is designed to assist students to learn the financial skills that are needed to go through some first time experiences - buying your first car, moving out of home, first job or getting your first big phone bill.
- Everyone is a learner first time around and it's easy to make mistakes. This course helps students be 'MoneySmart' by making smart decisions about your money, and ultimately your future!

## Photography, Video & Digital Imaging 60 hr/120 hr/240 hr

### Content Endorsed Course

#### Exclusions:

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

### Course Description

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

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

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

### Main Topics Covered

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

- Wet Photography
- Video
- Digital Imaging.

Modules include:

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

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

### Particular Course Requirements

- Students must have access to a camera.
- Students are required to keep a Photographic Journal throughout the course.

### Why study Photography?

- There is a wide field of vocational application for skills developed in photographic and digital media including web design, media management, graphic arts, interior design, magazine and news on line and in print, photographic journalism, commercial screen printing, video and film production, and advertising to name a few.
- The development of portfolios is an excellent tool for use in interviews in many areas in seeking employment or in tertiary education, showing organisational skills and ability to complete self-motivated and complex tasks.
- Photography can be a medium of personal expression and interpreting the world.

## Sport, Lifestyle and Recreation Studies 60hrs/120hrs/240hrs

<b>Content Endorsed Course</b>	<b>Exclusions:</b> Students studying Board Developed Personal Development, Health & Physical Education (PDHPE) must not study CEC modules which duplicate the PDHPE course modules.
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<b>Course Options</b> There are three options available to students who wish to study Sports, Lifestyle & Recreation: <ol style="list-style-type: none"><li>1. Study 1 unit over 1 year (60hrs - <b>either</b> Preliminary or HSC);</li><li>2. Study 2 units over 1 year (120hrs - <b>either</b> Preliminary or HSC);</li><li>3. Study 2 units over 2 years (240hrs – <b>both</b> Preliminary <b>and</b> HSC.</li></ol>
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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 sporting 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 develop their understanding in areas such as:

- Aquatics
- Athletics
- First Aid and sports injuries
- Fitness
- Games and sports applications I and II
- Healthy Lifestyle
- Individual games and sports applications
- Outdoor Recreation
- Resistance Training
- Sports Administration
- Sports coaching and training
- Social Perspectives of games and sports

<b>Particular Course Requirements</b> Students will need to complete both practical and theoretical activities & tasks throughout the course.
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<b>Why study Sport, Lifestyle and Recreation?</b> <ul style="list-style-type: none"><li>• You enjoyed the practical aspect of PDHPE in Years 7 – 10.</li><li>• Have an interest in physical activity and sport, and/or participate in physical activity and sport regularly.</li><li>• Would like to know more about maintaining an active and healthy lifestyle.</li><li>• Have career aspirations relating to the Sport and Recreation industry, Personal Training, Coaching, Teaching, Health and Sports Administration fields.</li></ul>
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## FSK20113 Certificate II in Skills for Work and Vocational Pathways

**Entry Requirements:**

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

**Course: Skills for Work and Vocational Pathways Board Endorsed Course**

**There is not an Australian Tertiary Admission Rank (ATAR) option for this course.**

**Mandatory work placement is not a requirement for the HSC course.**

**Qualification: Statement of Attainment towards FSK20113 Certificate II in Skills for Work and Vocational Pathways**

(2 units x 1 year, 120 hours)

**Course Description** This board endorsed course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This course is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

**Course Units of Competency**

The following content is delivered in the 180 hour course and a modified pattern of delivery is available in the 120 hour course.

- FSKDIG03 Use digital technology for routine workplace tasks
- FSKLRG09 Use strategies to respond to routine workplace problems
- FSKLRG11 Use routine strategies for work-related learning
- FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work
- FSKNUM15 Estimate, measure and calculate with routine metric measurements for work
- FSKOCM07 Interact effectively with others at work
- FSKRDG10 Read and respond to routine workplace information
- FSKWTG09 Write routine workplace texts
- FSKLRG10 Use routine strategies for career planning
- FSKOCM04 Use oral communication skills to participate in workplace meetings
- FSKRDG09 Read and respond to routine standard operating procedures
- FSKWTG07 Write routine formal workplace texts
- BSBITU211 Produce digital text documents
- BSBWOR204 Use business technology
- BSBITU212 Create and use spreadsheets
- FNSFLT202 Develop and use a savings plan

FSK20113 Certificate II in Skills for Work and Vocational Pathways represents an option for students to demonstrate key employability skills and a range of foundation skills to employers. This course is project based and projects will be determined by the school. The course provides an opportunity for students to demonstrate skills in literacy and numeracy along with communication and problem solving skills that relate directly to the workplace.

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

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

**Qualifications** Students who are assessed as competent in sufficient units of competency will be eligible for a FSK20113 Certificate II Skills for Work and Vocational Pathways. Students who do not achieve competency in all the units in the 180 hour course or complete the 120 hour course and achieve one unit of competency will be eligible for a Statement of Attainment towards FSK20113 Certificate II in Skills for Work and Vocational Pathways.

**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 New South Wales Education Standards Authority (NESA) course completion criteria 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:** There are no fees for this course.

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** by distance education

**Exclusions:** Community Services – Introduction. 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.

There is no school based traineeship or apprenticeship pathway associated with this course.

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



<b>Visual Design</b>	
<b>Content Endorsed Course</b>	<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
<p><b>Course Description</b></p> <p>This course provides students with opportunities to explore the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers and promotes imaginative and innovative approaches to design.</p> <p>The course is designed to enable students to gain increasing skills in different fields of design and to develop knowledge and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment.</p>	
<p><b>Main Topics Covered</b></p> <p>Modules may be selected in a variety of areas including:</p> <ul style="list-style-type: none"> <li>• graphic design</li> <li>• wearable design</li> <li>• product design</li> <li>• interior/exterior design.</li> </ul> <p>The additional module, Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p>	
<p><b>Particular Course Requirements</b></p> <p>Students are required to keep a diary throughout the course and produce a portfolio of works for submission at the end of the course.</p>	
<p><b>Why study Visual Design?</b></p> <ul style="list-style-type: none"> <li>• There is a wide field of vocational application for skills developed in Visual Design including web design, visual designers within advertising, education, computer games, film and television production to mention a few.</li> <li>• As a medium of personal expression.</li> </ul>	

## Work Studies 60hrs/120hrs/240hrs

Content Endorsed Course

**Exclusions:** Nil

### Course Options

There are three options available to students who wish to study Work Studies:

1. Study 1 unit over 1 year (60hrs - **either** Preliminary or HSC);
2. Study 2 units over 1 year (120hrs - **either** Preliminary or HSC);
3. Study 2 units over 2 years (240hrs - **both** Preliminary **and** HSC.

The Work Studies course is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment.

No work experience required.

No HSC examination.

During the completion of this course students will develop:

- knowledge and understanding of work, the work environment and skills for employment
- knowledge and understanding of employment options, career management, life planning and further education and training
- skills for success in the workplace
- skills in critically assessing personal and social influences on individuals and groups.

Topics studied include the Core topic, My Working Life. Students will study a number of different modules from the following:

- Preparing Job Applications
- Self Employment
- In the Workplace
- Workplace Issues
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Team Enterprise Project
- Experiencing Work

### Particular Course Requirements

The core module must be completed whether the student is studying the 60, 120 or 240 hour course.

### Why study Work Studies?

- You want to know how to develop a resume and letter of application for a job.
- Want to develop your personal finance skills.
- Want to develop an understanding of the workplace and be successful in the world of work.
- Would like to transition successfully from school to the workplace and/or further education and training.



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

### Entry Requirements:

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

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

### Course Description

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

### Core Units of Competency

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

### Elective Units of Competency

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

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

### Qualifications

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

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

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

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

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

**Resources costs:** Nil

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** Via Distance Education, elearning, Workshops, Video conferencing

**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/>

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

## Information for Students Undertaking School Delivered VET Courses

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

### General

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

### Framework and Non Framework Courses

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

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

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

**Only ONE Category B course may be used towards the student's ATAR. Board Endorsed Courses cannot be used towards the ATAR.**

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

### Assessment Procedures

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

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

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

### Optional External HSC Examination

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

### Student Selection, enrolment and induction procedures

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

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

### Fees and charges

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

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

## **Freedom of Information and Privacy**

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

## **Credit Transfer and Recognition of Prior Learning (RPL)**

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

## **Work Placement**

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

## **School Based Apprenticeships and Traineeships (SBATs)**

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

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

## **Becoming a School Based Apprentice or Trainee**

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

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

[www.sbatinnsw.info](http://www.sbatinnsw.info)

## **Unique Student Identifier**

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

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

## **Smart and Skilled**

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

Public Schools NSW - Wagga Wagga RTO 90333 Version 1.4 J u n e 2019

**Public Schools NSW, Wagga Wagga. RTO 90333**  
**VET ENROLMENT FORM**

The Registered Training Authority (RTO) is responsible for the quality of the training and assessment in compliance with The Standards for RTOs 2015 and for the issuance of the Australian Qualifications Framework (AQF) certification documentation, <https://www.asqa.gov.au/about/australias-vet-sector/standards-registered-training-organisations-rtos-2015>

Prior to enrolment the RTO provides accurate information that enables the learner to make informed decisions about undertaking training with the RTO. Every student is provided with a specific site VET Course Information sheet that provides qualification information.

**Privacy Notice**

Under the *Data Provision Requirements 2012*, Public Schools NSW Wagga Wagga, RTO 90333, is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on this enrolment form), may be used or disclosed by Public Schools NSW Wagga Wagga, RTO 90333, for statistical, administrative, regulatory and research purposes. Public Schools NSW Wagga Wagga, RTO 90333, may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies; and NCVER
- Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes
- populating authenticated VET transcripts
- facilitating statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information and
- administering VET, including program administration, regulation, monitoring and evaluation.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at [www.ncver.edu.au](http://www.ncver.edu.au)).

**Study reason**

**Select the main reason you are undertaking this course (Tick ONE box only)**

To gain extra skills to apply for a job	<input type="checkbox"/>
For personal interest or self-development	<input type="checkbox"/>
To gain skills for community/voluntary work	<input type="checkbox"/>
To learn about the requirements for work	<input type="checkbox"/>
Other reason	<input type="checkbox"/>

**Personal details**

**Full Name** \_\_\_\_\_

**Date of Birth** \_\_\_ / \_\_\_ / \_\_\_\_\_

**If you have a disability, impairment or long-term condition ensure your school is informed.**

**Delivery details**

This qualification will be delivered at school over one or two years.

**Unique Student Identifier (USI)**

Detailed course information is provided on each Course Information Sheet.

From 1 January 2015, we Wagga Wagga RTO can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to NCVER. If you have not yet obtained a USI you can apply for it directly at <https://www.usi.gov.au/students/create-your-usi/> on computer or mobile device.

**Each student must provide the school with their USI number before enrolment in a VET course.**

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**Training Product (Qualification) Details**

Your school has the Authority to Deliver (ATD) the following courses.

Select the course(s) below in which you are requesting to enrol.

AHC20116 Certificate II in Agriculture	<input type="checkbox"/>
BSB20115 Certificate II in Business	<input type="checkbox"/>
CPC20211 Certificate II in Construction Pathways	<input type="checkbox"/>
CUA30415 Certificate III in Live Production and Services	<input type="checkbox"/>
FSK20113 Certificate II in Skills for Work and Vocational Pathways	<input type="checkbox"/>
ICT30118 Certificate III in Information, Digital Media and Technology	<input type="checkbox"/>
MEM10119 Certificate I in Engineering and SOA MEM20413 Certificate II in Manufacturing Pathways	<input type="checkbox"/>
SIR30216 Certificate III in Retail Services	<input type="checkbox"/>
SIT20316 Certificate II in Hospitality	<input type="checkbox"/>
CPCCWHS1001 Prepare to Work Safely in the Construction Industry (Whitecard)	<input type="checkbox"/>

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**Fees and refunds**

The school site will advise on fee collection from students. Details are available on each VET Course Information sheet

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**Parent / Carer declaration:**

I declare that the personal information provided to the school about my son/daughter, named below, is true and correct to the best of my knowledge.

STUDENT NAME .....

PARENT NAME ..... PARENT SIGNATURE ..... DATE .....

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**Complaints and appeals statement**

<https://education.nsw.gov.au/policy-library/policies/complaints-handling-policy>

For specific RTO procedures please contact your VET coordinator.

**PLEASE RETURN TO** Matthew Manny, HT VET

Original copy to be filed in the school student folder.

Digital copies for the VET cohort to be filed in the Enrolment Folder within the School folder on QMS.

# 120 hour VET Courses

Course: 120 hour courses are offered in all the following VET Courses.  
2 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 35 hours work placement to meet HSC requirements.

## Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides an entry level occupational outcome in the chosen industry. Students will be able to gain skills and knowledge in a range of activities and functions in the chosen industry.

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

## Qualifications

Students who are assessed as competent in the units of competency will be eligible for a Statement of Attainment towards Certificate II or III in the VET course selected.

There are eight Employability Skills:

Communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology.

A summary of the employability skills developed through this qualification can be downloaded from <http://training.gov.au/>

## Competency- Based Assessment:

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

## N Determinations:

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

## External Assessment (optional HSC examination):

Students completing this course are not eligible to sit a written HSC examination.

## Appeals:

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

**Resources costs:** Depends on the courses selected. Use 240 hour course information as a guide.

**Refund Arrangements:** on a pro – rata basis

## Delivery Arrangements:

Distance education, work placements and workshops. In order to gain competencies, student will need to attend workshops in Dubbo or other locations, complete practical activities and return completed assessment tasks.

**Exclusions:** Depends on the courses selected.





## BSB20115 Certificate II in Business

### Entry Requirements:

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

### Course: Business Services (240 indicative hours)

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

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Business Services includes functions related to advertising, accounting, business communication, human resources, legal work, management, market research, sales and marketing and secretarial and technology applications. Students will acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. Occupations in the business service industry include administration assistant, clerical worker, data entry operator, information desk clerk, office junior receptionist.

### Core Units of Competency

- BSBWHS201 Contribute to health and safety of self and others
- BSBCUS201 Deliver a service to customers
- BSBIND201 Work effectively in a business environment
- BSBINM201 Process and maintain workplace information
- BSBSUS201 Participate in environmentally sustainable work practices
- TLIP2029A Prepare and process financial documents
- BSBINN201 Contribute to workplace innovation

### Elective Units of Competency

- BSBITU307 Develop keyboarding speed and accuracy
- BSBITU211 Produce digital text documents
- BSBITU213 Use digital technologies to communicate remotely
- BSBINM202 Handle mail
- BSBITU212 Create and use spreadsheets
- BSBCMM201 Communicate in the workplace
- BSBWOR202 Organise and complete daily work activities

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

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

### Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a BSB20115 Certificate II in Business. 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 BSB20115 Certificate II in Business.

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

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

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

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

**Resources costs:** Nil

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** via Distance Education, Google Classroom

**Exclusions:** Nil

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

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



## CPC20211 Certificate II in Construction Pathways

**Entry Requirements:**

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

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

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

**Core Units of Competency**

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

**Elective Units of Competency**

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

Options: To gain the qualification and be eligible for the HSC, Option 1 or Option 2 must be completed.

**Option 1**

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

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

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

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

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

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

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

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

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

**Resources costs:** Nil

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** Via Distance Education – eLearning, Workshops, Video conferencing

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

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



## CUA30415 Certificate III in Live Production and Services

**Entry Requirements:**

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

**Course: Entertainment Industry**

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

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

**Qualification: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services (240 indicative hours)**

4 Preliminary and/or HSC units in total.

**Course Description**

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

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

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

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

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

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

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

This qualification is part of the Creative Arts and Culture CUA22 Training Package and provides pathways to CUA40415 Certificate IV in Live Production and Technical Services, CUA50415 Diploma of Live Production and Technical Services and other qualifications that allow for selection of these units of competency.

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

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

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

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

**Resources costs:** Term 4 Dubbo Workshop -\$70 (To be paid at time of workshop). Discuss payment options with your trainer

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** Distance Education

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

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

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



## SIT20316 Certificate II in Hospitality

**Entry Requirements:**

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

**Course: Hospitality** (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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

**Course Description**

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

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

**Core Units of Competency**

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

**Elective Units of Competency**

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

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

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

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

**Qualifications**

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

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

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

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

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

**Resources costs:** There may be some costs involved in this course delivery these will be discussed with you and relevant payment options with your trainer.

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** via a Distance Education mode including a combination of online learning and Face to Face workshops.

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

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

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



Education

Wagga Wagga RTO 90333

## ICT30118 - Certificate III in Information, Digital Media and Technology

### Entry Requirements:

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

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

### Course: Information and Digital Technology

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

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

**Qualification:** ICT30118 Certificate III in Information, Digital Media and Technology (420 indicative hours = 240 hours + 180 hour specialisation study)

7 Preliminary and/or HSC units in total (4 Units 240 hour course and 3 Units 180 hour specialisation study)

### OR

**Qualification: Statement of Attainment towards Certificate III in Information, Digital Media and Technology** (240 indicative hours) 4

Preliminary and/or HSC units in total.

### Course Description

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

### Core Units of Competency

BSBWHS304 Participate effectively in WHS communication and consultation processes

ICTICT202 Work and communicate effectively in an ICT environment

ICTICT301 Create user documentation

ICTICT302 Install and optimise operating system software

ICTSAS308 Run standard diagnostic tests

BSBSUS401 Implement and monitor environmentally sustainable work practices

### Elective Units of Competency

ICTWEB201 Use social media tools for collaboration and engagement

ICTWEB303 Produce digital images for the web

### Option 1 Web and software applications stream

ICTICT203 Operate application software packages

ICTICT308 Use advanced features of computer applications

ICTWEB302 Build simple websites using commercial programs

**Specialisation Study.** Schools delivering the specialisation study must provide evidence of timetabled lessons for an additional 180 hours in year 12.

**If you chose Option 1 for the SOA – Web and software applications stream you need to complete the following competencies**

ICTICT307 Customised packaged software applications for clients

ICTICT409 Develop macros and templates for clients using standard products

ICTICT304 Implement system software changes

BSBEBU401 Review and maintain a website

ICTSAS305 Provide ICT advice to clients

ICTGAM301 Apply simple modelling techniques or ICTSAS306 Maintain equipment and software

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

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



**Qualifications****ICT30118 Certificate III in Information, Digital Media and Technology**

Students who are assessed as competent in the above units of competency will be eligible for the ICT30118 Certificate III in Information, Digital Media and Technology.

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 ICT30118 Certificate III in Information, Digital Media and Technology.

OR

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

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

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

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

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

**Resources costs:** NIL

**Refund Arrangements:** NIL

**Delivery Arrangements:** distance education via online learning environment (CANVAS)

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

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

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



## AHC20116 Certificate II in Agriculture

**Entry Requirements:**

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

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

**Course: Primary Industries (240 indicative hours)**

4 Preliminary and/or HSC units in total

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

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

**Course Description**

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides an entry level occupational outcome in agriculture. Students will be able to gain skills and knowledge in a range of activities and functions in the production and care of livestock and/or plants, safety, maintaining and using equipment such as tractors, chemical use, interpreting weather and sustainability. Skills gained in this industry transfer to other industries. Job roles and titles vary across different industry sectors. Possible occupations in this industry include farm or station hand/labourer, shearer, livestock breeder/attendant/ stockperson, horticultural assistant and farmer/farm manager.

**Core Units of Competency**

- AHCWHS201 Participate in WHS processes
- AHCWRK209 Participate in environmentally sustainable work practices
- AHCWRK204 Work effectively in the industry

**Elective Units of Competency**

- AHCWRK201 Observe and report on weather
- AHCCHM201 Apply chemicals under supervision
- AHCPMG201 Treat weeds
- ACHWRK205 Participate in workplace communications

Healthy Livestock

- AHCLSK202 Care for health and welfare of livestock
- AHCLSK205 Handle livestock using basic techniques
- AHCLSK206 Identify and mark livestock
- AHCLSK204 Carry out regular livestock observations
- AHCMOM202 Operate tractors
- AHCMOM304 Operate machinery and equipment
- AHC BIO201 Inspect and clean machinery for plant, animal and soil
- AHCLSK211 Provide feed for livestock
- AHCLSK209 Monitor water supplies
- AHCINF202 Install, maintain and repair farm fencing
- AHCINF201 Carry out basic electric fencing operations

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

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

**Qualifications**

Students who are assessed as competent in the above units of competency will be eligible for AHC20116 Certificate II in Agriculture.

Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards AHC20116 Certificate II in Agriculture.

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

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

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

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

**Resources costs:** There are no course fees

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** via Distance Education – eLearning, workshops, video conferencing.

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

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

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





## SIR30216 Certificate III in Retail

**Entry Requirements:**

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

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

**Course: Retail Services** (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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

**Course Description** This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will gain skills in communication, safe work practices, customer service, retail technology, stock control, teamwork, designing and creating displays, using cash registers, scanners, computers, telephones and routine work activities within the retail sectors. Occupations in the retail services industry include sales assistant, customer service representative, checkout operator, buyer, stock controller, sales manager, visual merchandiser, marketing manager, manager /owner of a small business, department manager and retail executive.

**Core Units of Competency**

- SIRXCEG001 Engage the customer
- SIRXWHS002 Contribute to workplace health and safety
- SIRXRSK001 Identify and respond to security risks
- SIRXSLS001 Sell to the retail customer
- SIRXIND001 Work effectively in a service environment
- SIRXCOM002 Work effectively in a team
- SIRXCEG002 Assist with customer difficulties
- SIRXCEG003 Build customer relationships and loyalty

**Elective Units of Competency**

- SIRXMER001 Produce visual merchandise displays
- SIRXPDK001 Advise on products and services
- SIRRINV001 Receive and handle retail stock
- SIRRINV002 Control stock
- SIRXIND002 Organise and maintain the store environment
- SIRXSLS002 Follow point-of-sale procedures

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

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

**Qualifications**

Students who are assessed as competent in the above units of competency will be eligible for a SIR30216 Certificate III in Retail Services.

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 SIR30216 Certificate III in Retail Services.

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

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

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

**Resources costs:** Nil

**Refund Arrangements:** Nil

Delivery Arrangements: Distance Education

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

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

