NSW GOVERNMENT Education

DSODE
DUBBO SCHOOL OF DISTANCE EDUCATION
Quality Learning for our future

Dubbo School of Distance Education

Stage 6 Course Information 2024-2025

Myall Street, Dubbo NSW 2830
Tel: 02 5804 7000 **Email:** 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 Stage 6 (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

TAFE

www.uac.edu.au

University Admissions Centres

www.dsodecareers.com

DSODE Careers Website

www.jobjump.com.au

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

Contents

Tips for choosing courses for Year 11 and 12 ***5***
Qualifying for the Higher School Certificate ***6***
Units of study ***6***
Optional pathways to the HSC ***6***
Record of School Achievement (RoSA) ***7***
The Miniumum HSC Standard ***7***
University Entry – ATAR Requirements ***7***
Glossary of terms ***8***
Vocational Education and Training (VET) ***9***
HSC Board Developed Courses - VET ***9***
Content Endorsed Courses 2024 Preliminary and 2025 HSC ***10***
Mandatory Course ***11***
Life Ready *11*
Dubbo School of Distance Education Preliminary and HSC – Course Selection Summary ***12***
Board Developed Course Descriptions ***13***
Aboriginal Studies *13*
Agriculture *14*
Ancient History *15*
Biology *16*
Business Studies *17*
Chemistry *18*
Community and Family Studies *19*
Design and Technology *20*
Earth and Environmental Science *21*
Economics *22*
Engineering Studies *23*
English Studies *24*
English (Standard) *25*
English (Advanced) *26*
Year 11 English Extension *27*
Year 12 English Extension 1 *27*
Year 12 English Extension 2 *27*
Enterprise Computing *28*
Food Technology *29*
French Beginners *30*
French Continuers *31*
Geography *32*
German Beginners *33*
German Continuers *34*
Investigating Science *35*
Italian Beginners *36*
Japanese Beginners *37*
Japanese Continuers *38*

Legal Studies 39
Mathematics Standard Year 11 40
Mathematics Standard 2 Year 12 40
Mathematics Standard Year 11 41
Mathematics Standard 1 Year 12 41
Mathematics Advanced 42
Mathematics Extension 43
Mathematics 1 (Year 11 & Year 12) 43
Mathematics Extension 2 (Year 12 only) 43
Modern History 44
Music 1 45
Music 2 46
Personal Development, Health and Physical Education 47
Physics 48
Software Engineering 49
Spanish Beginners 50
Textiles and Design 51
Visual Arts 52
Content Endorsed Course Descriptions ***53***
Computing Applications 60hrs/120hrs/240hrs 53
Exploring Early Childhood 60hrs/120hrs/240hrs 54
Music Industry 55
Numeracy Year 11 Numeracy Year 12 57
Photography, Video & Digital Imaging 60 hrs/120 hrs/240 hrs 58
Sport, Lifestyle and Recreation Studies 60hrs/120hrs/240hrs 61
Skills for Work 60
Visual Design 62
Work Studies 60hrs/120hrs/240hrs 63
VET Courses ***64***
VET Enrolment Form 66
Business Services 68
Entertainment Industry 70
Hospitality 72
Information and Digital Technology 74
Primary Industries 76
Retail Services 78

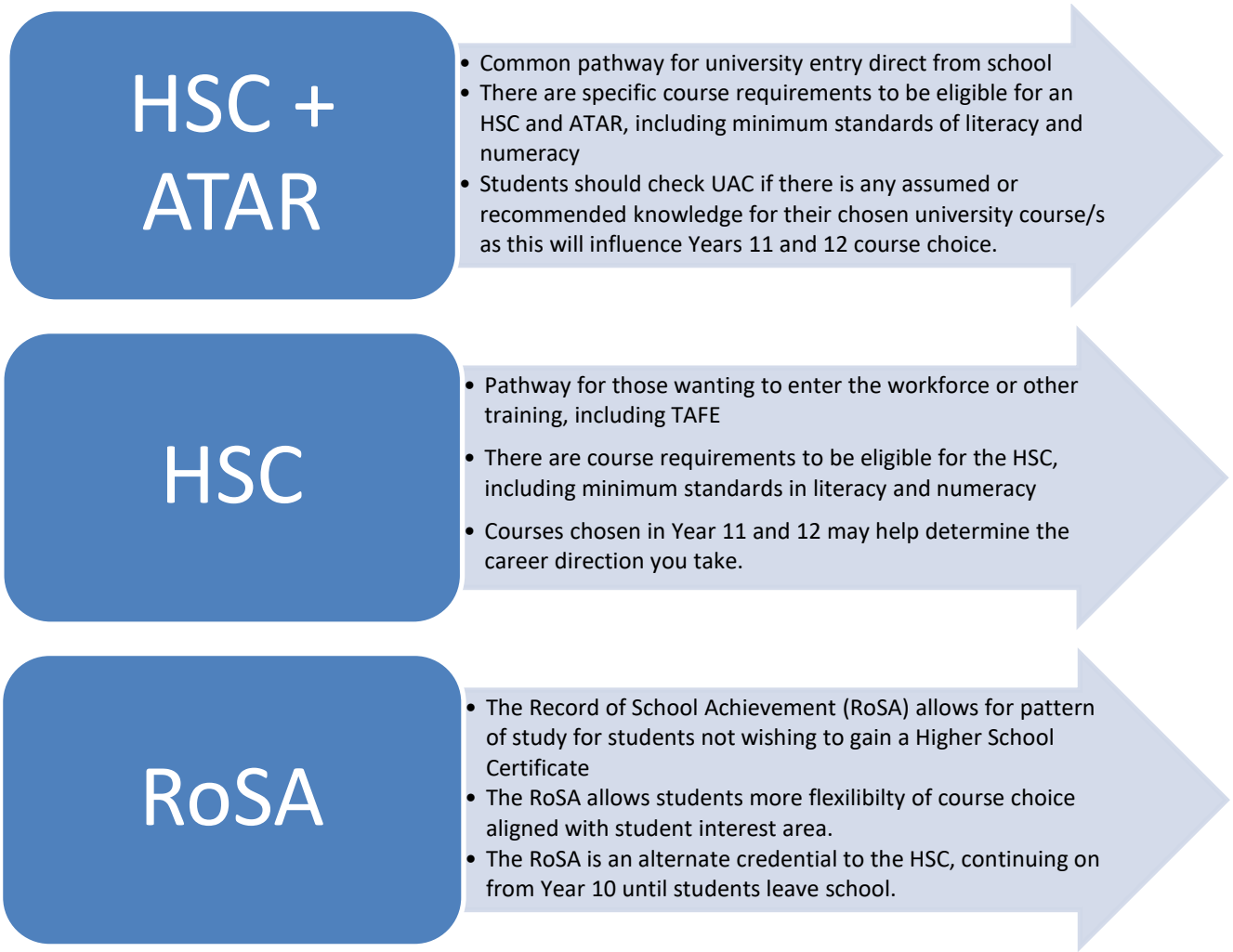
Tips for choosing courses for Year 11 and 12

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 can 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 Years 11 and 12, there are three main options available:



When considering options for Years 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 Years 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 the 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 can 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 1 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
- 180 hours is equivalent to 3 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 complete 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 the NESA website.

The Miniumum 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 compulsory for students working towards the HSC testamur, however is encouraged for everyone.

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 – ATAR Requirements

The University Admissions Centre (UAC) processes applications for admission to most undergraduate courses at participating institutions (mainly located in NSW and the ACT). UAC is also responsible for calculating the Australian Tertiary Admission Rank (ATAR) to NSW HSC students.

1. To be eligible for an ATAR (Australian Tertiary Assessment Rank) you must satisfactorily complete at least 10 units of ATAR eligible courses, including at least two units of **English** and eight units of **Board Developed Courses**. Courses completed must include at least **three** Board Developed Courses of two units or greater across 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.

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).

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 can 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 an 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 an 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, Hospitality, Entertainment).

The six (6) frameworks are:

- Business Services
- Entertainment
- Hospitality
- Information & Digital Technology
- 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 because of the practical assessment requirements.

There are optional HSC examinations for all students doing the 240 hour framework courses.

HSC Board Developed Courses - VET

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

VET courses are also available in other industry areas:

Music Industry	Music Industry (120 hours) Music Industry (240 hours)
Skills for Work and Vocational Pathways	Skills for Work and Vocational Pathways (120 hours) Skills for Work and Vocational Pathways (180 hours)

School based part-time traineeships are available in Retail Services, Business Services, 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.

Board Endorsed and Content Endorsed Courses 2024 Preliminary and 2025 HSC

Subject	Course
Computing Applications (CEC)	Computing Applications Study 1 unit over 1 year (60hrs - **either** Preliminary or HSC) Computing Applications Study 2 units over 1 year (120hrs - **either** Preliminary or HSC) Computing Applications Study 2 units over 2 years (240hrs – **both** Preliminary and HSC)
Exploring Early Childhood (CEC)	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 years)
Music Industry (VET/BEC)	2 or 4 Preliminary and/or HSC units in total
Numeracy (CEC)	2 units each for Year 11 and Year 12
Photography, Video and Digital Imaging (CEC)	Photography, Video and Digital Imaging (120 hours – 2 units in Years 11 or 12. 240 hours – 2 units in Preliminary and continuing into HSC)
Sport, Lifestyle and Recreation (CEC)	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 years)
Visual Design (CEC)	Visual Design (120 hours 2 units in Year 11 or 12). Visual Design (240 hours – 2 units in Preliminary and continuing into HSC)
Work Studies (CEC)	Work Studies 60 hours (1 unit in Year 11 or 12) Work Studies 120 hours (2 units in Year 11 or 12) Work Studies 240 hours (2 units in both Year 11 and Year 12)

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

Mandatory Course

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 taught and delivered 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

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

Year 11 & HSC Courses 2024-2025

Listed below are the courses on offer in 2024.
They are 2 unit courses unless indicated otherwise:

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

Board Developed Courses

ALL count towards an ATAR.
(Minimum 12 units in Preliminary and 10 units in HSC)

☐ Aboriginal Studies	☐ German Beginners ǂǂ	☐ Business Services (WP BSB30120)
☐ Agriculture Technology	☐ German Continuers	☐ Entertainment Industry (WP CUA30420)
☐ Ancient History	☐ Investigating Science	☐ Hospitality (WP SIT20322)
☐ Biology	☐ Italian Beginners ǂǂ	☐ Information & Digital Technology (WP ICT30120)
☐ Business Studies	☐ Japanese Beginners ǂǂ	☐ Primary Industries (WP AHC20116)
☐ Chemistry	☐ Japanese Continuers	☐ Retail Services (WP SIR30216)
☐ Community & Family Studies	☐ Legal Studies	
☐ Design & Technology	☐ Mathematics Standard Year 11	
☐ Earth & Environmental Science	☐ Mathematics Standard 1 **	
☐ Economics	☐ Mathematics Standard 2 Year 12	
☐ Engineering Studies	☐ Mathematics Advanced	
☐ English Standard	☐ Mathematics Ext 1 (1 unit)	
☐ English Studies	☐ Mathematics Ext 2 (1 unit)	
☐ English Advanced	☐ Modern History	
☐ English Ext 2 (1 unit) **	☐ Music 1	
☐ Enterprise Computing	☐ Music 2 ††	
☐ English Ext 1 (1 unit)	☐ Personal Development, Health & Physical Education	
☐ Food Technology	☐ Physics	
☐ French Beginners ǂǂ	☐ Software Engineering	
☐ French Continuers	☐ Spanish Beginners ǂǂ	
☐ Geography	☐ Textiles & Design	
	☐ Visual Arts	

VET Courses

HSC examination must be taken to contribute to ATAR.

Key:

- ** – Only studied in the HSC year
- WP – Mandatory Work Placement to be undertaken during this course
- †† – Requires an interview for course acceptance
- ǂǂ – 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

☐ Computing Applications (CEC)	☐ Numeracy (CEC)	☐ Sport, Lifestyle & Recreation (CEC)
☐ Exploring Early Childhood (CEC)	☐ Photography, Video & Digital Imaging (CEC)	☐ Visual Design (CEC)
☐ Music Industry (VET/BEC)	☐ Skills for Work & Vocational Pathways (FSK20113) (VET/BEC)	☐ Work Studies (CEC)

Board Developed Course Descriptions

Aboriginal Studies

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

Course Description

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

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.

Main Topics Covered

Year 11 Course

- **Part I: Aboriginality and the Land** (20%)
  - Aboriginal peoples' relationship to Country and impact of British colonisation
- **Part II: Aboriginal Heritage and Identity** (30%)
  - Diversity of Aboriginal cultural and social life including the Dreaming cultural ownership
  - Impact of colonisation on Aboriginal cultures and families
- **Part III: International Indigenous Community: Comparative Study** (25%)
  - Location, environment and features of an international indigenous community
  - Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community
- **Part IV: Research and Inquiry Methods: Local Community Case Study** (25%)
  - Methods and skills relating to; community consultation and planning research

Year 12 Course

- **Part I – Social Justice and Human Rights Issues** (50%)
  - **A Global Perspective** (20%) Global understanding of human rights and social justice **AND**
  - **B Comparative Study** (30%) A comparative case study on an Aboriginal and an international Indigenous community
- **Part II – Elective study of an Aboriginal Community** (20%) of indicative time incorporating a Case Study
  - **A Aboriginality and the Land OR**
  - **B Aboriginal Heritage and Identity**
- **Part III – Research and Inquiry Methods** – **Major Project** (30%) Choice of project topic based on student interest.

Particular Course Requirements

In both courses, students **must** 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.

Why study Aboriginal Studies?

- You want to further your understanding of Indigenous issues.
- You want to build on your critical thinking, problem solving and research skills.
- You know that a clear understanding of Indigenous culture and contemporary issues is a valuable asset in today's Australia.

Agriculture

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

Course Description

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.

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.

Main Topics Covered

Preliminary Course

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

HSC Course

Core Topics (80%)

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

Elective Topic (20%)

- Choose one Elective:
    1. Agri-food, Fibre and Fuel Technologies
    2. Climate Challenge
    3. Farming for the 21st Century

Particular Course Requirements

Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.

Why study Agriculture?

- Agriculture is the foundation of our food and fibre production.
- Studying Agriculture will allow you to gain knowledge about global, regional and local issues from food production and farming to food security and maintaining a safe and balanced natural environment in a dynamic industry.
- You may 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 (to drones), farming, environmental preservation, and zoology. These are all areas related to agriculture.
- This course highly complements the Certificate II in Agriculture (VET Primary Industries) course offered at DSODE.

Ancient History

2 units for each 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, events and developments of the ancient world.

The Year 12 course provides students with opportunites 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 – Student choice

Year 12 Course

Core study – Cities of Vesuvius – Pompeii and Herculaneum

Ancient Societies
- Spartan Society to the Battle of Leuctra 371 BC

Personalities in their Times
- Rome: Agrippina the Younger

Historical Period
- 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.

Biology

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

Course Description

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

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.

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.

Topics Covered

Year 11 Course

Working Scientifically skills are included throughout the course.

Modules

- Module 1: Cells as the Basis of Life
- Module 2: Organisation of Living Things
- Module 3: Biological Diversity
- Module 4: Ecosystem Dynamics

Depth studies

15 hours in Modules 1-4

Year 12 Course

Working Scientifically skills are included throughout the course.

Modules

- Module 5: Heredity
- Module 6: Genetic Change
- Module 7: Infectious Disease
- Module 8: Non-infectious Disease and Disorders

Depth studies

15 hours in Modules 5-8

Why study Biology?

- 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.
- 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.

Business Studies

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

Course Description

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

Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Main Topics Covered

Preliminary Course

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

HSC Course

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

Why study Business Studies?

- 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.

What are the career links?

- 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.

Chemistry

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

Course Description

The *Chemistry Stage 6 Syllabus* 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.

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.

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.

Topics Covered

Year 11 Course

Working Scientifically skills are included throughout the course.

Core Modules

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

Depth Studies

Students will complete investigations during the Chemistry course

Year 12 Course

Working Scientifically skills are included throughout the course.

Core Modules

- Equilibrium and Acid Reactions
- Acid/Base Reactions
- Organic Chemistry
- Applying Chemical ideas.

Depth Studies

Students will complete investigations during the Chemistry course

Why study Chemistry?

- 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, and research.
- Chemists use their experiments and knowledge to develop medicines, foods, fabrics and other materials from neon lights to shatterproof glass.
- They also use it to understand the world around us, from why leaves change colour to discovering visible pollutants in the air.

Community and Family Studies

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

Course Description

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

Main Topics Covered

Preliminary Course

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

HSC Course

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

HSC Option Module

Approximately 25% of course time.

Students will study the following Option topic:

- **Individuals and Work:** Contemporary issues confronting individuals as they manage roles within both their family and work environments.

Particular Course Requirements

Students are required to complete an **Independent Research Project (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.

Why study Community and Family Studies?

- You want to sharpen your research skills and improve your confidence in decision-making and solving real-life, practical problems.
- You would like to know more about how groups interact and influence each other.
- You want to explore and form positive attitudes about yourself and others.
- You have career aspirations relating to the fields of Social Work, Counselling, Nursing, Human Rights, Community Services, Marketing, Teaching, Early Childhood.

Design and Technology

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

Course Description

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

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

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

This course is delivered on a digital platform.

Main Topics Covered

Preliminary Course

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.

HSC Course

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 60% of the HSC mark. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

Particular Course Requirements

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.

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.

When completing project work, in either the Preliminary or HSC course, students must conform to NSW DoE safety requirements. All resources for project work and assessment tasks are to be provided by the student.

Why study Design and Technology?

- 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.
- Design and Technology links to many careers, including: architecture, product design, communication systems, interior design – the opportunities are endless!

Earth and Environmental Science

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

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: environmental management, geology, mining, agriculture, marine biology, teaching, and NPWS.
- It is a course that involves resource management and landcare strategies.

Economics

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

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 used 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 which may come from the study of Economics could be financial adviser, economic forecasting, trade, politics, stock broker, consulting and banking.

Engineering Studies

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

Course Description

Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics and the scope of the profession.

Students study engineering by investigating a range of applications and fields of engineering.

Year 11 Course

Students undertake the study of:

- Engineering Fundamentals
- Engineered Products
- Braking systems
- Biomedical Engineering.

Year 12 Course

Students undertake the study of:

- Civil Structures
- Personal and Public Transport
- Aeronautical Engineering
- Telecommunications Engineering.

Particular Course Requirements

In the Preliminary course, students develop an Engineering Report for two of the modules studied.

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.

At least one report in each of the Year 11 and the Year 12 course must be the result of collaborative work.

Why study Engineering Studies?

- Engineering Studies is a logical extension of STEM subjects you may have studied.
- You enjoy mathematical problem solving and have strong mathematical proficiency. The recommended level of mathematics to complement this course is Mathematics Advanced.
- 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.

English Studies

2 units for each of Year 11 and Year 12	**Exclusions:** English (Standard); English (Advanced); English (EALD); English (Extension)

Rationale for English Studies

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

- Become competent and confident communicators for a range of after school options.
- Study a range of different texts and topics.
- Be eligible for university by opting to sit for the Year 12 HSC examination.
- Develop literacy skills that may be useful for further study or careers where a focus on essay writing and studying literature is not required.

Year 11 English Studies involves:

- The study of a mandatory unit, Achieving Through English: *English in education, work and community.*
- The study of a number of elective modules such as film, looking at past events and personal circumstance.
- The development and submission of a portfolio of student work that will be completed through the Year 11 course.

Year 12 English Studies involves:

- The study of a common unit, Texts and Human Experiences, as well as three modules that cover topics like sport, travel and Australian experiences.
- The option to sit the HSC examination if an Australian Tertiary Admission Ranking (ATAR) is required.

Why study English Studies?

- You may not be a confident student or one who loves English but you need to include it in your subjects.
- Post school study often requires the study of an English course or good literacy skills.
- Businesses want to employ students with competent skills in literacy.
- Employees want students with critical thinking skills.
- English Studies also helps to develop problem solving required by many employers.

English (Standard)

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** English (Advanced); English (ESL); English (Extension); English Studies

Rationale for English Standard

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.

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

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

Year 11 course:

Students are required to study:

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

Year 12 course:

Students are required to study:

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

Why study English Standard?

- 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.
- Businesses surveyed have consistently expressed that English Standard develops critical thinking, problem solving in diverse settings, and spoken communication.

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 English (Advanced)

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 events, ideas and processes are represented in and through text.
- study challenging written, spoken, visual, multi-modal and digital texts.
- research and synthesise information to create their own critical and imaginative responses.
- allow students to question, reconsider and refine 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 examine how 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 English (Advanced).

English (Advanced) 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 Engish**. 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 study 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.

Enterprise Computing

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Computing Technology Life Skills

Course Description

Enterprise Computing 11–12 enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

Main topics covered

Preliminary Course

The Year 11 course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.

- Interactive Media & the User Experience (40 hours)
- Networking Systems and Social Computing (40 hours)
- Principals of Cybersecurity (40 hours)

HSC Course

The Year 12 course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.

- Data Science (30 hours)
- Data Visualisation (30 hours)
- Intelligent Systems (30 hours)
- Enterprise Project (30 hours)

Particular Course Requirements

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

Why study Enterprise Computing?

- Students develop an understanding of how computing technologies can be harnessed to provide effective user interaction and efficient access to information that supports commercial, industrial, social and environmental initiatives.
- Students perform project work and apply their knowledge and skills in: interactive media and the user experience, networking systems and social connections, principles of cybersecurity, data science, data visualisations, and intelligent systems.
- Students use their acquired knowledge and skills to develop an enterprise project. Project work encourages students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

Food Technology

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

Course Description

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.

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.

Preliminary Course

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

HSC Course

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

Particular Course Requirements

There is no prerequisite study for this course.

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.

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.

Why study Food Technology?

- 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.
- 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.

French Beginners

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** 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 *ACE Manual*.

Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

Topics studied through two interdependent perspectives, *the personal world* and *the French-speaking communities*, 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.

Main Topics Covered

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

Particular Course Requirements:

Access to computer with a USB drive, the internet, email and CANVAS.

Weekly access to phone and MS Teams.

Why study French Beginners?

- Think food! Think fashion! Think Tour-de-France!
- Do you realise that nearly 30% of the English words you already know have a French origin?
- Do you know that French is spoken in parts of America, Africa, South-East Asia and the Pacific?
- Do you know that French is an important diplomatic language, vital to the International Olympic Committee, Médecins san Frontières and the Eurovision Song Contest?

French Continuers

2 units for each of Year 11 and Year 12 Board Developed Course	**Prerequisites:** Record of School Achievement (RoSA) French or equivalent knowledge is assumed. **Exclusions:** French Beginners

Course Description

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.

Main Topics Covered

- The individual
- The French-speaking communities
- The changing world.

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying the culture of French-speaking communities through texts.

Particular Course Requirements:

Access to computer and USB drive, the internet, email and CANVAS.

Weekly access to phone and MS Teams.

Why study French Continuers?

- French is the living and working language of over 300 million people in the world. It is the official language of 49 countries.
- French is the international language for several international organisations such as United Nations, the Olympic Games, Red Cross, UNESCO, International Telcommunications Union, International Motocross and Scouts.
- To further enjoy learning about France's rich cultural history, lifestyle, art, music, film, fashion, history, sporting events, food, architecture and scenic beauty.

Geography

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

Course Description

The study of Geography in Stage 6 enables students to:

- develop knowledge and understanding of natural and human processes, how they interact and affect each other, and how places and environments can be managed for sustainability
- apply geographical inquiry skills and tools, including fieldwork
- develop a life-long interest in the study of geography
- prepare for informed, responsible and active citizenship in the contemporary world.

Preliminary Course

- Earth's natural systems – investigate diverse landscapes of the Earth's surface and its distinctive physical features.
- People, patterns and processes – evidence of human diversity across the Earth's surface.
- Human-environment interactions – global nature of land cover change, from temporal and spatial perspectives, to examine the long-term development of natural systems compared to the short time frame of human activity.
- Geographical Investigation – students undertake a geographical investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools.

HSC Course

- Global sustainability – sustainability in the contemporary world, including principle of, and actions for, sustainability.
- Rural and urban places – spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale.
- Ecosystems and global biodiversity – functioning of ecosystems, their values, the roles of natural and human stresses, and trends in biodiversity.

Particular Course Requirements

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.

Why study Geography?

- You should choose Geography if you have an interest in looking at the world, analysing problems and creating solutions.

What are the career links?

- 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 meterologists, environmental managers and town planners.

German Beginners

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** 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 *ACE Manual*.

Course Description

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

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.

Main Topics Covered

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

Particular Course Requirements:

Access to computer with a USB drive, the internet and email.

Weekly access to phone or computer (Zoom/Microsoft Teams) for lessons.

Why study German Beginners?

- 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.
- Germany is a major trading partner of Australia and Germans are the biggest tourism spenders in the world. Knowing German creates many business opportunities.
- 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.
- Germans are great innovators and are a the frontline of new technologies. German is also the second most common language in cyberspace!

German Continuers

2 units for each of Year 11 and Year 12 Board Developed Course	**Prerequisites:** Record of School Achievement (RoSA) German or equivalent knowledge is assumed. **Exclusions:** German Beginners.

Course Description

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.

Themes:

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

Students' language skills are developed through tasks such as:

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

Particular Course Requirements:

Access to computer with a USB drive, the internet and email.

Weekly access to phone or computer (Zoom/Microsoft Teams) for lessons.

Why study German Continuers?

- Germany is the most important economic power in Europe.
- To develop a greater understanding of Germany's place as a world leader.
- Use your German skills to further understand the linguistic heritage it shares with English.
- To continue your German studies at tertiary level and gain accreditation for past German studies at a number of Australian universities.

Investigating Science

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

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 chooses 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.

Italian Beginners

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Italian Continuers Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's *ACE Manual*.

Course Description

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

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.

Main Topics Covered

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

Particular Course Requirements:

Access to computer with a USB drive, the internet, email and CANVAS.

Weekly access to phone/MS Teams.

Why study Italian Beginners?

- Do you know that Italian is the second most spoken foreign language in Australia?
- Do you know that the Italian language is vital to matters of art, music, opera, football, motorsports, design and fashion?
- Italian is the international language for several international organisations such as the United Nations, Red Cross, UNESCO, International Telecommunications Union, International Motocross and Scouts.
- Do you know that Italian is a Romance language spoken by over 60 million people?

Japanese Beginners

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Japanese Continuers; Japanese Extension; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's *ACE Manual*.

Course Description

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

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

Main Topics Covered

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

Particular Course Requirements:

Access to computer a USB drive, the internet and email.

Weekly access to phone/video conference/Microsoft Teams.

Why study Japanese Beginners?

- Learn an entirely new alphabet and be able to read this: 日本語へようこそ！
- Broaden your horizons learning about Japan's cultural traditions and modern technologies.
- Japan has 108 sister-cities with cities and states in Australia. Does your city have one?

Japanese Continuers

2 units for each of Year 11 and Year 12 Board Developed Course **Prerequisites:** Record of School Achievement (RoSA) Japanese or equivalent knowledge is assumed.	**Exclusions:** Japanese Beginners; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's *ACE Manual*.

Course Description

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.

Themes:

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

Students' language skills are developed through tasks such as:

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

Particular Course Requirements:

Access to computer with a USB drive, the internet and email.

Weekly access to phone/video conference/MS Teams.

Why study Japanese Continuers?

- You're already hooked on the subject!
- Gain a deeper knowledge of Japanese culture and lifestyle.
- You have learned how to read and write hiragana, katakana and some kanji. Now you want to grow your vocabulary and ability to express yourself in Japanese.

Legal Studies

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

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%)

Part II The Individual and the Law (30%)

Part III Law in Practice (30%)

HSC Course

Part I Crime (30%)

Part II Human Rights (20%)

Part III Options (50%)

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 to complete their course work, as well as an interest in current legal events and access to news media.

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 being a 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.

Mathematics Standard Year 11 **Mathematics Standard 1 Year 12**	Mathematics Standard 1 is a Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

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

Area and Surface Area, 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 1 Year 12 course. ***The ATAR classification of Mathematics Standard 1 is Category B.***

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.
- Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol ◇.
- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. The status of ATAR eligibility is Category B.
- 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 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.

Year 11 Course	**Year 12 Course**
Topic: Algebra	**Topic: Algebra**
Formulae and Equations	Types of Relationships
Linear Relationships	**Topic: Measurement**
Topic: Measurement	Right-angled Triangles
Applications of Measurement	Rates
Working with Time	Scale Drawings
Topic: Financial Mathematics	**Topic: Financial Mathematics**
Money Matters	Investment
Topic: Statistical Analysis	Depreciation and Loans
Data Analysis	**Topic: Statistical Analysis**
Relative Frequency and Probability	Further Statistical Analysis
	Topic: Networks
	Network and Paths

Why study Mathematics Standard 1?

- The Mathematics Standard 1 delivers excellent post-schooling skills with maths.
- 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.

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

Mathematics 1 (Year 11 & Year 12)

Mathematics Extension 2 (Year 12 only)

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

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.

Year 11 Course Ext 1

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 Ext 1

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

Year 12 Ext 2

Topic: Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

Topic: Vectors

- Further Work with Vectors

Topic: Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

Topic: Calculus

- Further Integration
- Applications of Calculus

Topic: Calculus

- Applications of Calculus to Mechanics

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 and not without prior approval of the Head Teacher Mathematics. It is strongly recommended that students who elect to this course have internet access to allow for online delivery.

Why study Mathematics Extension?

- The Mathematics Extension 1 course provides students with the opportunity to develop thorough understanding and competence in aspects of mathematics to further students in mathematics itself, and in such areas as physics, chemistry, engineering statistics, and computer science.
- Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

Modern History

2 units for each of Year 11 and Year 12 Board 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 Romanovs, 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

Year 12 Course

Part 1: Core Study: Power and Authority in the Modern World 1919 – 1946.

Part 2: National Studies: Russia and the Soviet Union 1917 – 1941.

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

Part 4: Change in the Modern World: Civil Rights in the USA 1945 – 1968.

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.

Music 1

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

Course Description

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

Who suits Music 1?

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.

Main Topics Covered

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.

Particular Course Requirements

HSC course

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

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

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 and/or drive and the internet.

Weekly access to:

- phone
- computer or device with Internet
- access to web conferencing
- a phone or tablet for recording purposes

Why study Music 1?

- There are a wide range of careers that link with Music. These include performer, composer, DJ, A&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.
- Any instrument or voice within your peforming studies is accepted.
- 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.
- Both Music 1 and 2 can lead on to further courses beyond school.

Music 2

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Music 1

Course Description

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.

Students selecting Music 2 have a formal background in music, have developed music literacy skills and have some knowledge and understanding of musical styles.

Specific skills required for Music 2 include:

- sight-singing
- composition
- melodic and rhythmic dictation
- score analysis, and
- an instrumental or vocal major to a suggested 6th Grade AMEB equivalent level and a 5th Grade AMEB theory level.

NB. Students will be required to submit a performance and complete a theory knowledge pretest before being accepted into this course.

This subject has the option to study Extension Music in Year 12 (1 extra unit).

Main Topics Covered

Students study one mandatory topic covering a range of content and one additional topic in each year of the course.

In the Preliminary course, the mandatory topic is Music 1600–1900.

In the HSC course, the mandatory topic is Music of the Last 25 Years (Australian focus).

Particular Course Requirements

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.

All students will be required to develop a composition portfolio for the core composition.

Weekly access to:

- phone
- computer or device with Internet and access to web conferencing
- a phone or tablet for recording purposes.

Why study Music 2?

- 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!
- Music 2 is a course for students who have an advanced level of knowledge of music theory and musicianship.

Personal Development, Health and Physical Education

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

Course Description

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

In the HSC course, students focus on factors affecting performance and major issues related to Australia's health status. Students will have the opportunity to learn about how to improve athletic performance and manage sports injuries.

Preliminary Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Option Topics (40%)

Students will study the following **two** options:

- First Aid
- Fitness Choices

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Option Topics (40%)

Students will study the following **two** options:

- Sports Medicine
- Improving Performance

In the Preliminary year at Dubbo School of Distance Education, students 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.

In the HSC year at Dubbo School of Distance Education, students 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.

Why study Personal Development, Health and Physical Education?

- You have an interest in movement science, health science, anatomy, physical activity and sport.
- Want to develop and improve your understanding of the physiological functioning of the human body and the factors that influence health.
- Like the theoretical aspect of PDHPE and want to know more about how to live your best, healthy life!
- Have career aspirations related to the Allied Health (physiotherapy, paramedicine), Medical, Teaching, Science, Coaching, Personal Training or Health Promotion fields.

Physics

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

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.

Software Engineering

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Computing Applications CEC

Course Description

The study of Software Engineering enables students to develop an understanding of software engineering as a facet of computer science. Students can develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. The focus is on a systematic approach to problem-solving when designing and developing creative software solutions.

Software Engineering promotes a deeper understanding of the fundamental concepts, programming languages and the innovative technologies, leading to greater flexibility when developing software solutions. Students perform project work and apply their knowledge and skills in programming fundamentals, the object orientated paradigm, programming mechatronics, secure software architecture, programming for the web and software automation, and the use of acquired knowledge and skills to develop a software engineering project.

Main topics covered

Preliminary Course

- Programming Fundamentals (40)
- The Object-Oriented Paradigm (40)
- Programming Mechatronics (40)

HSC Course

- Secure Software Architecture (30)
- Programming for the Web (30)
- Software Automation (30)
- Software Engineering Project (30)

Course Requirements

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

The values in each course refer to indicative hours of course time.

There may be an extra cost of $80-$100 associated with the selection of this course to cover the Mechatronics component.

Why study Software Engineering?

- This course is best suited to those students with a keen interest in coding and project development – if you are already exploring coding and specific omputer languages this course will allow you to apply your interest.
- Students have the opportunity to develop their computing skills across four domains: technical skills, social awareness, project management and thinking skills.

Spanish Beginners

2 units for each of Year 11 and Year 12 Board Developed Course	**Exclusions:** Spanish Continuers; Spanish 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 *ACE Manual*.

Course Description

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

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.

Main Topics Covered

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

Particular Course Requirements:

Access to computer with a USB drive, the internet and email.

Weekly access to phone/MS Teams.

Why study Spanish Beginners?

- 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.
- By learning this language with us, you can enter into the rich diverse cultures of the Spanish speaking world.
- By learning this language with us, you can enter into the rich diverse cultures of the Spanish speaking world.

Textiles and Design

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

Course Description

The **Preliminary course** 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.

The **HSC course** 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.

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.

This course is delivered on a digital platform.

Preliminary Course	**HSC Course**
• Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%).	• Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) • Major Textiles Project (50%).

Particular Course Requirements

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 Properties and Performance of Textiles area of study.

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.

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.

All resources for project work and assessment tasks are to be provided by the student.

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.

Why study Textiles and Design?

- You love being creative and making things – you might have an interest in design, fabric and fashion.
- Studying Textiles and Design can to 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.

Visual Arts

2 units for each of Year 11 and Year 12

Board Developed Course

50% Artmaking

50% Historical and Critical Studies

Exclusions:

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

Course Description

Visual Arts involves students in artmaking, art criticism and art history. Students develop 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.

Preliminary Course learning opportunities focus on:

- practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop representation and conceptual meaning through material practice
- building understandings over time through various investigations and working in different forms
- experimentation in a range of materials and forms.

HSC Course learning opportunities focus on:

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

Particular Course Requirements

Preliminary Course:

- artworks in at least two expressive forms and use of a Visual Arts Diary
- a broad investigation of ideas in art making, art criticism and art history.

HSC Course:

- development of a body of work and use of a Visual Arts Diary
- a minimum of five Case Studies (4–10 hours each) which involves deeper and more complex investigations in art making, art criticism and art history.

Why study Visual Arts?

- You love being creative and producing high quality artworks.
- You are interested in art history and the development of new technologies in art.
- 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!

Content Endorsed Course Descriptions

Computing Applications 60hrs/120hrs/240hrs

Content Endorsed Course	**Exclusions:** Enterprise Computing, Information and Digital Technology (VET)

Course Options

There are three options available to students who wish to study Computing Applications:

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 Description

The aim of this course is to develop students' capacity to be critical, ethical, competent and confident users of information and communication technologies in order to participate in a range of work, study and other life situations. In this course, students will participate in hands-on activities to develop skills, knowledge and understanding related to information and communication technologies so that they can participate confidently in these environments.

Through the study of Computing Applications students will develop:

- skills in, and understanding of, a range of computer software and related terminology
- knowledge and understanding of the development of computer-based systems, their operations and functions
- skills in demonstrating the methods, processes and application of project management techniques to solve problems in a range of contexts
- knowledge and understanding of the ethics of current and emerging computer-based technologies and their effects on society
- skills in critical evaluation of the appropriateness of computer software in a variety of contexts.

Main Topics Covered

Computing Applications consists of 12 modules which may be studied as either 15-hour or 30-hour modules. A range of 15-hour and 30-hour module combinations may be offered within either a 60-hour, 120-hour or 240-hour course. These modules cover a range of computing skills including:

• Hardware and Software skills • Word Processing/Desktop Publishing • Graphics • Spreadsheets	• Databases • Communications - Internet and Email • Web and Multimedia design • Presentations/Slideshows

Particular Course Requirements

Students must have access to a computer and reliable internet access.

Why study Computing Applications?

- Students need an appreciation of the rapidly changing nature of the information technology landscape and of the need for the continuous development of skills to manage this change.
- This course will support students in developing a commitment to and capacity for lifelong learning in a range of areas. This may lead to further post-school study.
- For other students it will provide foundation learning that will be built upon through other life experiences and through personal interest.

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:

4. Study 1 unit over 1 year (60hrs - **either** Preliminary or HSC)*;*
5. Study 2 units over 1 year (120hrs - **either** Preliminary or HSC);
6. 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

Modules studied at Distance Education:

- **Module 2:** Play and the Developing Child
- **Module 3:** Starting School
- **Module 6:** Children of Aboriginal and Torres Strait Islander Communities
- **Module 8:** The Children's Service Industry
- **Module 9:** Young Children and the Media
- **Module 11:** Children's Literature
- **Module 12:** Food and Nutrition
- **Module 13:** Child Health and Safety
- **Module 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.
- You have an interest in the factors influencing the development of children.
- You have career aspirations relating to the early childhood, teaching, paediatric medicine, nursing and occupational therapy fields.
- You intend to study Certificate II or Certificate III in Children's Services at TAFE – the courses complement each other.

Education

2024 Music Industry Course Descriptor

CUA30920 Certificate III in Music

RTO - Department of Education - 90222, 90162

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

Course: **Music Industry**

Board Endorsed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total
Does not contribute towards the Australian Tertiary Admission Rank (ATAR)

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CUA30920 Certificate III in Music https://training.gov.au/Training/Details/CUA30920. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 11 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in an entertainment/ music environment and be able to use a personal digital device including a personal computer or laptop.

Creative Arts and Culture Training Package (CUA 6.0) Units of Competency

Core

CUACMP31 Implement copyright arrangements
CUAIND313 Work effectively in the music industry
CUAIND314 Plan a career in the creative arts industry

Elective

CUAMCP311 Create simple musical compositions
CUAMCP313 Create simple musical pieces using music technology
CUAMPF312 Prepare for musical performances
CUAMPF313 Contribute to backup accompaniment as part of a group
CUAMPF314 Make music demos
CUAMPF315 Develop and perform musical improvisation
CUASOU331 Undertake live audio operations
CUAMLT302 Apply knowledge of style and genre to music industry practice

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

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

Working within the music industry involves the ability to play a musical instrument, sing, write and or play music. The ability to lift, carry and move music production equipment is necessary as well as the technical ability and intermediate computer skills to use a variety of specific software and hardware

Examples of occupations in the music industry:

- Musical performer
- Advertising
- Session musician
- Recording technician
- Music Therapy
- Song writer/ composer
- MIDI programmer
- Recording studio team member
- Music publishing

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work. There is no mandatory work placement in this course. Students who do not meet these requirements will be `N` determined as required by NESA. You should be work ready before work placement.

External Assessment (optional HSC examination for ATAR purposes)

There is no HSC exam in this subject

Competency-Based Assessment

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

Appeals and Complaints

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

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

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

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

Numeracy Year 11
Numeracy Year 12

Content Endorsed Course 2 Units for each of Year 11 & 12	**Exclusions**: Nil Students undertaking Mathematics Advanced or higher courses have already consolidated essential numeracy skills and would not benefit from studying this course.

The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

Year 11 course	**Year 12 course**
Module 1:	**Module 3:**
1: Whole numbers	1: Percentages
2: Operations with whole numbers	2: Operations with numbers
3: Distance, area and volume	3: Finance
4: Time	4: Location, time and temperature
5: Data, graphs and tables	5: Space and design
Module 2:	**Module 4:**
1: Fractions and decimals	1: Rates and ratios
2: Operations with fractions and decimals	2: Statistics and probability
3: Metric relationships	3: Exploring with NRMT
4: Length, mass and capacity	
5: Chance	

Particular Course Requirements

It is preferred that students taking this course have internet and technology access to make full use of the learning materials provided on Canvas.

Why study Numeracy

The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:

- interpret and use numerical information.
- solve problems using visual, spatial, financial and statistical literacy skills.
- think mathematically in practical situations.
- represent and communicate information.
- use the context to determine the reasonableness of solutions.
- in order to manage situations and solve problems relating to their present and future needs.

Photography, Video & Digital Imaging 60 hrs/120 hrs/240 hrs

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.

A Workplace 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 online 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 the ability to complete self-motivated and complex tasks.
- Photography can be a medium of personal expression and interpreting the world.

FSK20119 Certificate II in Skills for Work and Vocational Pathways

RTO - Department of Education – 90333

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

Course: **Skills for Work and Vocational Pathways** Board Endorsed Course **180 hour**	3 Preliminary and/or HSC units in total **There is not an Australian Tertiary Admission Rank (ATAR) option for this course**

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of FSK20119 Certificate II in Skills for Work and Vocational Pathwaystraining.gov.au - FSK20119 - Certificate II in Skills for Work and Vocational Pathways. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a business/construction environment and be able to use a personal digital device including a personal computer or laptop.

Foundation Skills Training Package (FSK 2.0) Units of Competency

Core

FSKLRG011	Use routine strategies for work-related learning

Elective

FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKRDG009	Read and respond to routine standard operating procedures
FSKRDG010	Read and respond to routine workplace information
FSKDIG003	Use digital technology for non-routine workplace tasks
FSKLRG010	Use routine strategies for career planning
FSKOCM004	Use oral communication skills to participate in workplace meetings
FSKOCM007	Interact effectively with others at work
FSKWTG009	Write routine workplace texts
FSKLRG009	Use strategies to respond to routine workplace problems

Elective

*BSBOPS203	Deliver a service to customers
*BSBWHS211	Contribute to health and safety of self and others
*FNSFLT211	Develop and use personal budgets
*FNSFLT212	Develop and use a savings plan

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

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

- Reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework
- Entry level digital literacy and employability skills
- A vocational training and employment plan

Mandatory HSC Course Requirements

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

External Assessment

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

Competency-Based Assessment

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

Appeals and Complaints

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

A school-based traineeship is not available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships

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

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

Content Endorsed Course	**Exclusions:** Students studying Board Developed Personal Development, Health & Physical Education (PDHPE) must not study CEC modules which duplicate the PDHPE course modules.

Course Options

There are three options available to students who wish to study Sports, Lifestyle and Recreation:

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.

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 achieving movement potential.

During their study of this 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.
- the capacity to influence the participation and performance of self and others.

The course provides students with the opportunity to develop their understanding in content 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

Particular Course Requirements

Students will need to complete both practical and theoretical activities and tasks throughout the course.

Why study Sport, Lifestyle and Recreation?

- You enjoyed the practical aspect of PDHPE in Years 7 – 10.
- You have an interest in physical activity and sport, and/or participate in physical activity and sport regularly.
- You would like to know more about maintaining an active and healthy lifestyle.
- You have career aspirations relating to the Sport and Recreation industry, Personal Training, Coaching, Teaching, Health and Sports Administration fields.

Visual Design

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

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.

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.

Main Topics Covered

Modules may be selected in a variety of areas including:

- Graphic Design
- Wearable Design
- Product Design
- Interior/exterior Design.

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

Particular Course Requirements

Students are required to keep a diary throughout the course and produce a portfolio of works for submission at the end of the course.

Why study Visual Design?

- 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.
- As a medium of personal expression.

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 with their transition from school to work. It develops knowledge and understanding of the issues faced by students during 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.
- You would like to develop your personal finance skills.
- You would like to develop an understanding of the workplace and be successful in the world of work.
- You would like to transition successfully from school to the workplace and/or further education and training.

The Wagga Wagga Registered Training Organisation (RTO) 90333 is responsible for Vocational Education and Training (VET) courses delivered in NSW public schools.

VET courses offer dual accreditation and students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and a nationally accredited qualification, Certificate or Statement of Attainment.

NSW Education Standards (NESA) Board Developed Industry Curriculum Framework VET courses contribute to an Australian Tertiary Admission Rank (ATAR).

Students must complete a 240 hour Board Developed Industry Curriculum Framework VET course to be eligible to sit the HSC examination for this course. Only ONE Category B course can be used towards an ATAR.

NESA Board Endorsed VET Courses do not have a HSC Examination cannot be used towards an ATAR.

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

Optional External HSC Examination
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.

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 include those practical in nature and reflect the type of tasks that would be required to be performed in the workplace and written tasks that 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 and practical demonstrations. Students are deemed either competent or not competent following an assessment.

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

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.

Students must complete a VET induction in class at the commencement of the course. Students sign a student declaration to confirm that they have completed the induction as part of their enrolment procedures. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures (RPL), credit transfer (CT), assessment procedures, and information regarding student rights and responsibilities. Students are able to refer to the RTO’s Student Guide for VET process and procedure information.

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 and on the course information sheet.

VET Enrolment
All students enrolled in a VET course must complete the RTO VET Enrolment Form as part of the subject selection process. LLN testing is incorporated in the pre-enrolment process.

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 (CT) is available to students who produce evidence of achievement of competency from another RTO. Schools will seek RTO advice on how this CT evidence is to be validated. RPL may also be available to students who can provide sufficient evidence of skills attained previously. RPL applications must be completed on enrolment or before training. Students seeking RPL should follow the RPL procedure 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. Work placement induction will also be undertaken to assist students to be work ready before the first work placement. Students are required to complete a Work Placement Journal during work placement.

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.

Students wanting to find out more information regarding SBATs should contact the school's careers adviser.
The following website is also a key source of information regarding SBATs: www.sbatinnsw.info

Unique Student Identifier
All students undertaking Nationally Recognised Training delivered by a Registered Training Organisation must have a Unique Student Identifier (USI) on enrolment.
The USI provides easy access through an online account to all VET training records and results throughout life.

NSW GOVERNMENT Education

Public Schools NSW Wagga Wagga, RTO 90333 VET ENROLMENT FORM

Personal details Full Name _____ **Date of Birth** __ __ / __ __ / __ __ __ __

Privacy Notice: This form contains sensitive information and must be securely stored.

For more information about NCVER's Privacy Policy go to https://www.ncver.edu.au/privacy.
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).

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.

Complaints and appeals statement

https://education.nsw.gov.au/policy-library/policies/complaints-handling-policy
For specific RTO procedures please contact your school's VET coordinator.

Fees and refunds

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

If you have a disability, impairment or long-term condition, communicate this with your school to ensure your learning is supported.

Has VET learning support been discussed prior to enrolment? Yes / No
Have you completed the LLN Robot quiz or another LLN assessment prior to enrolment? Yes / No* (* if No please discuss this with your school)

Unique Student Identifier (USI)

From 1 January 2015, Public Schools NSW RTO's 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 your 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. This USI must be verified by your school.

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	☐	SIT20316 Certificate II in Hospitality	☐
BSB30120 Certificate III in Business	☐	FSK20119 Certificate II in Skills for Work and Vocational Pathways (180 hour course)	☐
CUA30420 Certificate III in Live Production and Technical Services (240 hour + 60 hour SS)	☐	Statement of Attainment towards FSK20119 Certificate II in Skills for Work and Vocational Pathways (120 hour course)	☐
Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services (240 hour course)	☐	ICT30120 Certificate III in Information Technology (HSC 2023)	☐
SIR30216 Certificate III in Retail	☐		

PLEASE RETURN THIS FORM TO: Head Teacher VET Matthew Manny

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**.**

BSB30120 Certificate III in Business

RTO - Department of Education - 90333

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

Course: **Business Services**

Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total
Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business https://training.gov.au/training/details/bsb30120. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course, you should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.

Business Services Training Package (BSB 8.0) Units of Competency

Core	
BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication
Elective	
BSBTEC303	Create electronic presentation

Elective	
BSBTEC202	Use digital technologies to communicate in the work environment
BSBOPS201	Work effectively in business environments
BSBOPS301	Maintain business resources
BSBINS302	Organise workplace information
BSBTEC301	Design and produce business documents
BSBTEC201	Use business software applications
BSBPEF301	Organise personal work priorities

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

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

- working within the business services industry involves customer (client) service
- using technology to organise information
- creativity
- critical thinking
- problem solving

Examples of occupations in the business services industry:

- medical administration
- clerical worker
- office administration
- receptionist
- information desk operator
- records and information administration

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

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

Appeals and Complaints

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

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

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

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

Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services

OR

CUA30420 Certificate III in Live Production and Technical Services

RTO - Department of Education - 90333

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

Course: **Entertainment Industry** Board Developed Course (240 hour) (Statement of Attainment course)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) -Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services https://training.gov.au/Training/Details/CUA30420. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in an entertainment environment and be able to use a personal digital device including a personal computer or laptop.

Creative Arts and Culture Training Package (CUA 6.0) Units of Competency

Core		**Elective**	
CUAIND311	Work effectively in the creative arts industry	CUASOU331	Undertake live audio operations
CUAIND314	Plan a career in the creative arts industry.	SITXCCS006	Provide service to customers
Elective			
CPCCWHS1001	Prepare to work safely in the construction industry		
CUASOU306	Operate sound and reinforcement systems		
CUAWHS312	Apply work health and safety practices		
CUALGT311	Operate basic lighting		
CUASTA311	Assist with production for live performances		
CUAVSS312	Operate vision systems		
CUASMT311	Work effectively backstage during performances		
CUASTA212	Assist with bump in bump out of shows		

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

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

Working within the Live production and Technical Services Industry involves: ▪ Technical production ▪ customer (client) service	▪ teamwork ▪ using digital technologies ▪ creating documents

Examples of occupations in the Live Production and Technical Services Industry:

• Front of House Assistant	• Follow Spot Operator	• Sound Assistant	• Audio and Staging Assistant

• Technical Assistant (Productions) • Special Effects Assistant • Assistant Sound Technician	• Runner • Props Assistant • Technical Production Assistant	• Assistant Scenic Artist • Stagehand • Lighting	• Production Crew • Stage Door Attendant • Lighting Systems Technician

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be `N` determined as required by NESA. You should be work ready before work placement. The HSC specialisation study includes an additional 60 hours of course work.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Entertainment Industry is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - $Nil HSC - $Nil **On-site workshops are held at DSODE. Students will organise own travel and pay for accommodation**	**Refunds** Refund Arrangements on a pro-rata basis. Refer to your school refund policy.

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

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

2024 Course Descriptor CUA30420 Statement of Attainment towards Certificate III in Live Production and Technical Services OR Certificate III in Live Production and Technical Services RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13

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

SIT20322 Certificate II in Hospitality – Release 1

RTO - Department of Education - 90333

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

Course: **Hospitality** Board Developed Course (240 hour)	**2 or 4 Preliminary and/or HSC units in total** Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality – Release 1 https://training.gov.au/training/details/SIT20322. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a hospitality environment and be able to use a personal digital device including a personal computer or laptop.

Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency

Core	**Elective**
BSBTWK201 Work effectively with others SITHIND007 Use hospitality skills effectively SITHIND006 Source and use information on the hospitality industry SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices SITXCCS011 Interact with customers	SITXFSA005 Use hygienic practices for food safety SITHCCC025 Prepare and present sandwiches SITXFSA006 Participate in safe food handling practices SITHFAB024 Prepare and serve non-alcoholic beverages SITHFAB025 Prepare and serve espresso coffee SITHFAB027 Serve food and beverages

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

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

- Working within the hospitality industry involves
- organising information and records in both paper and electronic forms
- customer (client) service
- teamwork
- using technologies
- creating documents

Examples of occupations in the hospitality industry:

- Café Attendant
- Waiter/Waitress
- Catering Assistant
- Barista
- Food and Beverage Attendant
- Bartender

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

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

Appeals and Complaints

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

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

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

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

ICT30120 Certificate III in Information Technology

RTO - Department of Education - 90333

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

Course: **Information and Digital Technology**

Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total
Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information Technology https://training.gov.au/Training/Details/ICT30120. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in an information technology environment and be able to use a personal digital device including a personal computer or laptop.

Units of Competency

Core

BSBCRT301	Develop and extend critical and creative thinking skills
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients

Elective

BSBWHS311	Assist with maintaining workplace safety
ICTICT214	Operate application software packages
ICTSAS308	Run standard diagnostic tests
ICTWEB304	Build simple web pages
ICTWEB305	Produce digital images for the web

Optional unit to receive the full qualification.

ICTWEB306	Develop web presence using social media

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

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

- using technology to organise information
- creativity
- programming techniques
- critical thinking
- problem solving
- team work

Examples of occupations in the Information Technology industry

- Analyst programmer
- Web Developer
- IT Manager
- Network professional
- Motion Graphics Designer
- Systems Analyst

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Information and Digital Technology is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

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

Appeals and Complaints

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

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

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

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

AHC20116 Certificate II in Agriculture

RTO - Department of Education - 90333

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

Course: **Primary Industries**

Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total
Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of AHC20116 Certificate II in Agriculture https://training.gov.au/training/details/ahc20116. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 3 core and 15 elective units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course, you should be interested in working in an agricultural environment and be able to use a personal digital device including a personal computer or laptop.

Agriculture, Horticulture and Conservation and Land Management Training Package (AHC 8.0) Units of Competency

Core

AHCWHS201	Participate in work health and safety processes
AHCWRK204	Work effectively in the industry
AHCWRK209	Participate in environmentally sustainable work practices.

Elective

AHCWRK205	Participate in workplace communications
AHCWRK201	Observe and report on weather
AHCPMG201	Treat weeds
AHCCHM201	Apply chemicals under supervision
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
AHCPMG202	Treat plant pests, diseases and disorders
AHCNSY206	Care for nursery plants
AHCPCM204	Recognise plants

Elective - continued

*AHCMOM202	Operate tractors
*AHCMOM304	Operate machinery and equipment
*AHCLSK211	Provide feed for livestock
*AHCLSK209	Monitor water supplies
*AHCINF202	Install, maintain and repair farm fencing
*AHCINF201	Carry out basic electric fencing operations
*AHCNSY207	Undertake propagation activities
*AHCNSY205	Pot up plants
*AHCSOL203	Assist with soil or growing media sampling and testing
*AHCLSK316	Prepare livestock for competition
*AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity

*** Trainer will advise on elective units chosen. Not all units of competency are available.**

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

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

This qualification provides a general vocational outcome in agriculture.

The qualification enables individuals to select a livestock production, plant or livestock context as a job focus.

Examples of occupations in the agricultural industry:

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

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Primary Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

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

Appeals and Complaints

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

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

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

SIR30216 Certificate III in Retail

RTO - Department of Education - 90333

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

Course: **Retail Services** Board Developed Course (240 hour)	**2 or 4 Preliminary and/or HSC units in total** Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail https://training.gov.au/training/details/SIR30216. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 14 units.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a retail environment and be able to use a personal digital device including a personal computer or laptop.

Retail Services Training Package Units of Competency

Core

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

*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
***SIRRRTF001**	**Balance and secure point-of-sale terminal**

*** Trainer will advise on elective units chosen. Not all units of competency are available.**

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

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

- engaging the customer
- maintaining daily store operations
- delivering on organisational expectations
- having knowledge of product and service offerings
- creativity
- critical thinking
- problem solving

Examples of occupations in the retail services industry:

- frontline sales assistant
- customer service
- shop assistant
- retail supervisor
- quick service restaurant assistant
- visual merchandiser

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

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

Appeals and Complaints

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

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

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

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

NSW GOVERNMENT | Education

Externally Delivered VET (EVET)

Externally Delivered Vocational Education and Training (EVET) courses are delivered by TAFE or other VET Providers.

EVET allows school students to gain workplace skills and experience to get a head-start on their chosen career.

EVET allows you to:

- gain practical, work-related skills to enhance your future employment opportunities.
- complete units that count towards your Higher School Certificate (HSC).
- start or complete a nationally-recognised VET qualification while still at school.
- receive a nationally-accredited Certificate qualification or a Statement of Attainment if you achieve in one or more units of competency. Most EVET courses articulate into further nationally accredited courses delivered by TAFE, or other private providers.

EVET courses are offered across a variety of job areas, such as children's services, automotive mechanics, animal studies, human services (nursing), and many more.

EVET 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.

EVET Board Developed Courses contribute to the Australian Tertiary Admissions Rank (ATAR) with students able to sit for an optional Higher School Certificate examination.

Work placement

Many EVET courses include some time working in the industry area of your course. This is called Work Placement and students learn new skills and apply the skills they have already learnt as part of their course. EVET 240 hour Board Developed Courses include mandatory work placement of 70 hours. Board Endorsed Courses may also have a mandatory work placement component.

Work placement helps students to:

- gain insights into the kind of career they would like to have
- make informed decisions about further training and study
- become more employable
- be better equipped for business and employment opportunities.

When applying for an EVET course students and their parents will need to show that career pathway planning is integral to the student's course selection. The student needs to understand the commitment required including:

- the completion of all course requirements, including mandatory work placement
- regular attendance. Students are responsible for arranging their own travel and meeting the travel costs
- timetabling issues which may require students to catch up on class work missed at school.
- having access to the required equipment and resources

Skills at School Virtual VET Courses

Virtual courses (TAFE Launchpad courses) will be added to the EVET Tool for 2023. Please investigate these to ensure these courses are suitable for your students and your school site. Details of these courses are outlined in the course descriptor on the EVET website, including if courses have a face to face component. Refer to the website: **Virtual VET courses (nsw.gov.au).**

Note: A student cannot be enrolled in a course with the same course code more than once. Additional course NESA exemptions may apply. Please refer to NESA and check with your school before selecting courses.

Applications to undertake an EVET course will open to schools 20 June 2022 (week 9 term 2). Closing date for first round offers is the first week of September 2022 (2 September 2022). Students may select more than one course however the first preference will be offered based on course availability. Students must read the course descriptor before selecting the course.

Contact the school's VET coordinator or careers adviser for details on what EVET courses are available, exemptions and how to apply.