



GULGONG HIGH SCHOOL

SENIOR STUDIES GUIDE

STAGE 6 SUBJECT INFORMATION BOOKLET 2020



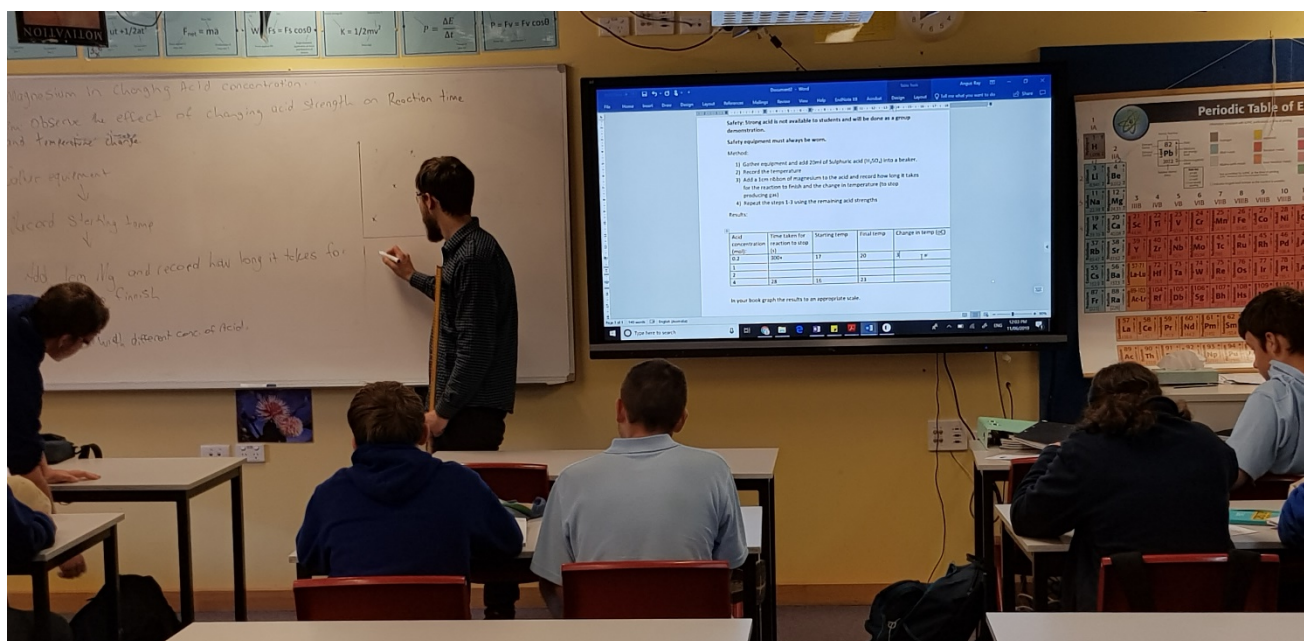
Education

Preparing young adults for the future
Learning - Respect - Safety



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PRINCIPAL'S MESSAGE

Welcome to the Senior School.

Year 11 and 12 is the culmination of 13 years of schooling. Congratulations! The next two years will be challenging and yet very exciting and rewarding. During this time you will make the transition from the relatively secure and comfortable school environment to the wider community.

As a student in the senior years, you can expect to experience certain privileges. However, with this also comes increased responsibility and expectations of leadership by acting as an exemplary role model for all students. Exhibiting pride in the school and contributing to a positive school climate is essential. The wearing of correct uniform, participation in whole school activities and striving to achieve to the best of your ability sends a strong message to the school community.

To succeed at a high level, each student in Years 11 and 12 must either have, or quickly develop, independent learning skills. You must be able to organise yourself, allocate time appropriately to study and follow other personal pursuits, while at the same time setting and achieving goals.

All staff at Gulgong High School are committed and dedicated to ensuring that you achieve your goals and dreams. To this end you will be a part of a supportive and encouraging environment. The smaller class sizes assist with the establishment of this atmosphere and you will find staff willing to offer increased assistance and help. Staff at Gulgong High School also strive to develop and cultivate examination techniques to ensure the highest possible results in the Higher School Certificate. We wish you well in your senior years.



Mr Nathan Wong
Relieving Principal - Gulgong High School



YEAR ADVISER'S MESSAGE

As senior students at Gulgong High School you will have two very important and busy years ahead of you. Throughout these two years my role as Year Adviser is to:

- Guide you into making the correct decisions, be it subject or appropriate levels in the subject chosen.
- Offer guidance in helping you establish effective study patterns and methods of coping with the pressures of senior schooling.
- Help you complete administrative duties such as course changes, assessment forms, application for an ATAR and HSC entries.
- Act as a liaison between staff and students.
- Organise and implement the mentor program known as the 10% on Top Program in which a student is asked to select a teacher to be their mentor to help them overcome any difficulties they may encounter.



I look forward to us working together towards reaching your goals over the next two years.

Ms Chantal Tyrrell
Year 11 Adviser



IMPORTANT DATES FOR YEAR 10 STUDENTS
(The Survey Link will be sent to students through their school email)

Tuesday August 13 (Week 4)	PARENT INFORMATION EVENING – School Gym 7-8pm Staff will outline procedures and policies for the senior curriculum at Gulgong High School. Faculty staff will be available to provide detailed information regarding various courses and options. The Subject Selection Booklet and Online Subject Survey will be released at this meeting.
Tuesday August 20 (Week 5)	DUE DATE FOR CLOSURE OF SUBJECT SURVEYS ONLINE (9.00AM) The subject survey, with the subject selection booklet, is used to guide the development of the Year 11 subject lines. Late returns may result in first options not being considered.
Monday September 9 (Week 8)	HARD COPIES OF LINE STRUCTURE PROVIDED TO STUDENTS
Term 3 Weeks 8 & 9	STUDENTS INTERVIEWED BY CAREERS ADVISER Interviews are conducted to ensure students meet requirements of the HSC, future goals and appropriate subject levels. Parents are invited to attend with the students. Final subject choices will be made at this time
Friday September 20 (Week 9)	DUE DATE FOR CLOSURE OF SUBJECT SELECTION. Students should seek advice if they are experiencing any form of difficulty with this process, prior to this date. Completed subject selection choices must be signed by parent, student and careers adviser following the final selection process.

KEY STAFF

Principal (Relieving):	Mr Nathan Wong
Deputy Principal (Relieving):	Mr Graham Wilson
Stage Adviser	Ms Chantal Tyrrell
Careers Adviser:	Ms Tracey Walsh
Head Teacher English:	Mrs Rebecca Bennie
Head Teacher Mathematics/PDHPE:	Mrs Kathryn Lane
Head Teacher Science/TAS:	Ms Tracy Osmond
Head Teacher Wellbeing:	Ms Chivonne Gofers

REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE

If you wish to be awarded the HSC:

- You must study a minimum of 12 units in Year 11 and a minimum of 10 units in Year 12. Both the Year 11 and Year 12 course must include the following:
 - At least 6 units from Board Developed Courses including 2 units of a Board Developed Course in English
 - At least 3 courses of 2 units value or greater
 - At least 4 subjects
- At most 6 units of Science courses can contribute to Higher School Certificate eligibility
- You must complete the practical, oral or project work required for specific courses and the assessment requirement for each course.
- You must have sat and made a serious attempt at the required Higher School Certificate Examinations.

Additional information:

- The NSW Educational Standards Authority (NESA) publication. *Studying for the NSW Higher School Certificate – an Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.
- If you wish to receive the Australian Tertiary Admission Rank (ATAR) you must study a minimum of 10 Board Developed units in the Year 12 course. The booklet, *University Entry Requirements for Year 10*, published by UAC and available from the end of July, contains important information about the entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.
- If you do not wish to receive the ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.



WHAT TYPE OF COURSES CAN YOU SELECT?

There are different types of courses that you can select in Years 11 and 12.

Board Developed Courses

These courses are developed by NESA. For each course the following information is available:

- The course objectives, structure, content and outcomes
- Specific course requirements
- Sample examination papers and marking guidelines
- The Performance Bands (except for VET courses)

All students entered for the HSC who are studying Board Developed Courses follow these syllabi. These courses are examined externally at the end of the HSC course and count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses (CEC's) have syllabuses endorsed by NESA to cater for areas of special interest not covered by the Board Developed Courses.
- Schools may also design courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate

There is no external examination for Content Endorsed Courses or School Designed Courses, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses **do not count** in the calculation of the ATAR.

Life Skills Courses as part of a Special Program of Study

Stage 6 (Years 11 and 12) Life Skills courses will be available for eligible students following a Special Program of Study for the Higher School Certificate.

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

Courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills Course comprises a 2 Unit Year 11 and a 2 Unit Year 12 Course.

Life Skills courses do not contribute to an ATAR.



WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value.

Subjects may have a value of 1 unit or 2 units. Most courses are 2 unit courses. Each unit involves class time of approximately 2 hours per week.

In the HSC, each unit has a value of 50 marks. Hence a 2 Unit course has a value of 100 marks.

2 units = approx. 120 hours per year
= 100 marks

The following is a guideline to help you understand the pattern of courses.

2 Unit Courses

This is the basic structure for all courses

Extension Courses

- Extension study is available in a number of subjects.
- Extension courses are 1 Unit courses that build upon the content of the 2 Unit course.
- Extension courses require students to work beyond the standard of the 2 unit course and are available in English, Mathematics, History, Science, Music 2, some Languages and VET Courses.
- English and Mathematics Extension Courses are available at the Year 11 and Year 12 levels.
- Students must study the English Advanced Course or the 2 Unit Mathematics Course to be able to select the Extension Course.



AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

What is the ATAR?

The Australian Tertiary Admission Rank (ATAR) is a rank between 0.00 and 99.95. It provides a measure of overall academic achievement in the HSC that assists universities to rank applicants for tertiary selection.

It is important to note that the ATAR is a rank, not a mark, and is designed only to be used for tertiary selection. You only need an ATAR if you intend on going to University.

Who receives an ATAR?

NSW HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice from the Universities Admissions Centre (UAC) provided they are eligible.

ATAR Rules

Rule 1: Eligibility for an ATAR

To be eligible for an ATAR you must satisfactorily complete at least 10 units (including at least two units of English) of ATAR courses, including at least eight units of Category A courses.

Rule 2: Calculation of the ATAR

Your ATAR will be based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- Your best two units of English; and
- Your best eight units from the remaining units.
- No more than two units of Category B courses will be included.
- No Category C Subjects

Category B Courses:

In addition to English Studies and Mathematics Standard 1, the only category B courses that are offered at Gulgong High School are the Vocational Education and Training (VET) courses.

What this means is that only one of these 2 units can be used to calculate your ATAR.

- If you **DO NOT** want an ATAR, you can study more than one Category B course.
- If you **DO** want an ATAR, you can still study two Category B subjects in Year 11, but you will need to:
Either: - maintain 12 units for the HSC, or
- if you decide to drop back to 10 units in the HSC you will have to withdraw from one of the Category B Courses.

SCHOOL CONTRIBUTION / SUBJECT CONTRIBUTIONS

General School Contribution – Year 11 \$60.00

We encourage the payment of School Contributions, which covers a range of services for students and all paper for photocopying.

When students choose a course with subject fees they are agreeing to pay all costs associated with the subject. This includes a course fee plus the costs of all materials to complete the course. Payment of 50% of course fees are due when final subject choices are made.

Families who have difficulty in paying these costs may arrange to pay in instalments or seek help from the Student Assistance Scheme. Request of financial assistance must be directed to the Principal. Your request will be kept in confidence.

Subject	Fee
Agriculture	\$25 Plus Excursions
Ancient History	Excursion Costs
Biology	Excursion Costs
Business Studies	Excursion Costs
Chemistry	Excursion Costs
Community and Family Studies	Excursion Costs
English Studies	Excursion Costs
English Standard	Excursion Costs
English Advanced	Excursion Costs
English Extension	Excursion Costs
Geography	Excursion Costs
Industrial Technology Timber	\$60 Plus Excursion Costs, Materials for Projects
Investigating Science	Excursion Costs
Legal Studies	Excursion Costs
Mathematics Standard 1&2	Excursion Costs
Mathematics Advanced	Excursion Costs
Mathematics Extension	Excursion Costs
Modern History	Excursion Costs
Music 1 & 2	\$20 Plus Excursion Costs
PDHPE	Excursion Costs
Physics	Excursion Costs
Society and Culture	Excursion Costs
Software Design & Development	Excursion Costs
Textiles and Design	\$40 Plus Excursion, Visual Diary, Material Costs
Visual Arts	\$30 Plus Excursion, Visual Diary, Material Costs
Sport Lifestyle and Recreation	Excursions Costs
Work Studies	Excursion Costs
Hospitality Operations	\$35 per Term Excursion Costs and \$15 hiring fee
Primary Industries	\$25 Plus Excursion Costs

**PROPOSED CURRICULUM OPTIONS
GULGONG HIGH SCHOOL 2020**

BOARD DEVELOPED COURSES	ATAR	CAT	BOARD ENDORSED COURSES	ATAR	CAT
Agriculture	YES	A	Sport Lifestyle and Recreation	NO	
Ancient History	YES	A	Work Studies	NO	
Biology	YES	A			-
Business Studies	YES	A			
Chemistry	YES	A			-
Community and Family Studies	YES	A			
English Advanced	YES	A			
English Standard	YES	A	VET – School Based		
English Studies	YES	B	Hospitality	YES	B
English Extension 1	YES	A	Primary Industries	YES	B
Geography	YES	A			
Industrial Technology Timber	YES	A			
Investigating Science	YES	A			
Legal Studies	YES	A			
Mathematics Standard 1	YES	B			
Mathematics Standard 2	YES	A			
Mathematics Advanced	YES	A			
Mathematics Extension 1	YES	A			
Modern History	YES	A			
Music (1)	YES	A			
Music (2)	YES	A			
Personal Development, Health and Physical Education	YES	A			
Physics	YES	A			
Society & Culture	YES	A			
Software Design and Development	YES	A			
Textiles and Design	YES	A			
Visual Arts	YES	A			

AGRICULTURE		BIOLOGY	
Board Developed Course		Board Developed Course	
Exclusions: Nil		Exclusions:	
KLA Area: SCIENCE	ATAR: Category A	KLA Area: SCIENCE	ATAR: Category A
Units: 2	Cost: \$25 + Excursions	Units: 2	Cost: Excursions
<p>What will I be doing in this Course:</p> <p>The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The Year 12 course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>		<p>What will I be doing in this Course:</p> <p>The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.</p> <p>The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.</p>	
<p>Year 11 Main Topics:</p> <ul style="list-style-type: none"> • Overview • The Farm Case Study • Plant Production • Animal Production <p>Year 12 Main Topics:</p> <ul style="list-style-type: none"> • Plant/Animal Production • Farm Study • ONE Elective Chosen out these three topics <ul style="list-style-type: none"> • Farming for the 21st Century • Agri-food, Fibre and Fuel Technologies • Climate Challenge 		<p>Year 11 Main Topics:</p> <ul style="list-style-type: none"> • Cells as the basis for life • Organisation of living things • Biological Diversity • Ecosystems <p>Year 12 Main Topics:</p> <ul style="list-style-type: none"> • Heredity • Genetic Change • Infectious Disease • Non-infectious Diseases and Disorders 	
<p>Year 11 Assessments:</p> <p>Three school based:</p> <ul style="list-style-type: none"> • Farm case study • Examination • Experimental Trial 	<p>Year 12 Assessments:</p> <p>Four school based:</p> <ul style="list-style-type: none"> • HSC Examination 3hr • Research Tasks 	<p>Year 11 Assessments:</p> <p>Maximum three assessment tasks. One will be a formal examination.</p>	<p>Year 12 Assessments:</p> <p>Maximum four assessment tasks. One will be a formal examination.</p>
<p>Special Requirement:</p> <p>Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time. A 3 Hour HSC Examination is Mandatory.</p>		<p>Special Requirement:</p> <p>HSC Examination, practical Investigations and a Depth Study are mandatory components.</p>	
<p>Potential Future Careers and Courses:</p> <p>Zoologist, Agronomist, Farm Manager, Sales Representative, Tree Surgeon, Wine Maker, Plant Operator, Survey Assistant, Apiarist, Farmhand, Stock and Station Agent, Meteorologist, Secondary Teacher, Wool Classer, Vet Nurse, Agribusiness Analyst, Marketer, Grain Trader, Research Scientist.</p>		<p>Potential Future Careers and Courses:</p> <p>Doctor, Vet, Nurse, Winemaker, Park Ranger, Zoologist, Lab Assistant, Research Officer, Dentist, Horticulturist, Animal Technician, Quarantine Officer, Secondary Teacher, Psychologist, Agronomist, Entomologist, Marine Scientist, Fisheries Officer, Zookeeper, Microbiologist, Dietician, Policy Officer.</p>	

BUSINESS STUDIES		CHEMISTRY	
Board Developed Course		Board Developed Course	
Exclusions: Nil		Exclusions: Nil	
KLA Area: HSIE	ATAR: Category A	KLA Area: SCIENCE	ATAR: Category A
Units: 2	Cost: Excursions	Units: 2	Cost: Excursions
<p>What will I be doing in this Course: Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>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.</p>		<p>What will I be doing in this Course: The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.</p> <p>The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.</p>	
<p>Year 11 Main Topics:</p> <ul style="list-style-type: none"> • Nature of Business • Business Management • Business Planning <p>Year 12 Main Topics:</p> <ul style="list-style-type: none"> • Operations Management • Marketing Finance • Human Resources 		<p>Year 11 Main Topics:</p> <ul style="list-style-type: none"> • Properties of Structure and Matter • Introduction to quantitative Chemistry • Reactive Chemistry • Drivers of Reactions <p>Year 12 Main Topics:</p> <ul style="list-style-type: none"> • Equilibrium & Acid Reactions • Acidic Base Reactions • Organic Chemistry • Applying Chemical Ideas 	
<p>Year 11 Assessments: Three school based:</p> <ul style="list-style-type: none"> • Research Tasks • Examination 	<p>Year 12 Assessments: Four school based:</p> <ul style="list-style-type: none"> • Research Tasks • Examinations 	<p>Year 11 Assessments: Maximum three assessment tasks. One will be a formal examination.</p>	<p>Year 12 Assessments: Maximum four assessment tasks. One will be a formal examination.</p>
<p>Special Requirement: A 3 hour HSC Examination is Mandatory</p>		<p>HSC Examination, practical Investigations and a Depth Study are mandatory components.</p>	
<p>Potential Future Careers and Courses: Business Owner Accountant, Management Positions, Banker, Finance Officer, Advertising, Human Resource Management, Public Administration</p>		<p>Potential Future Careers and Courses: Doctor, Food Technology, Health Inspector, Pharmacist, Nurse, Sports Scientist, Winemaker, Chemist, Agronomist, Environmental Scientist, Dietician, Pathologist, Medical Research Officer, Engineer, Vet.</p>	

COMMUNITY AND FAMILY STUDIES		ENGLISH (STANDARD)	
Board Developed Course		Board Developed Course	
Exclusions: Nil		Exclusions: Nil	
KLA Area: PDHPE	ATAR: Category A	KLA Area: ENGLSIH	ATAR: Category A
Units: 2	Cost: Excursions	Units: 2	Cost: Excursions
What will I be doing in this Course: Community and Family Studies draws upon selected components of family studies, sociology, developmental psychology and students' general life experiences. It focuses on skills that enable people to function effectively in their everyday lives, in families and communities. 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. In the Community and Family Studies Year 11 course, the focus is on the individual and their interactions with personal groups, family and community. In Year 12, the course builds upon this by examining how the wellbeing of individuals, families and communities is affected by broader societal influences including sociocultural, economic and political factors.		What will I be doing in this Course: In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts. In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.	
Year 11 Main Topics: <ul style="list-style-type: none"> • Resource Management • Individuals and Groups • Families and Communities Year 12 Main Topics: <ul style="list-style-type: none"> • Research Methodology • Groups in Context • Parenting and Caring ONE of three options: Family and Societal Interactions OR Social Impact of Technology OR Individuals and Work		Year 11 Main Topics: <ul style="list-style-type: none"> • Reading to Write. Exploration of texts and skills required for SNR study. Two additional Modules: <ul style="list-style-type: none"> • Close Study of Literature • Contemporary Possibilities Year 12 Main Topics: Has TWO sections <ul style="list-style-type: none"> • Texts and Human Experience • THREE additional modules with emphasis on aspects of shaping meaning and the effectiveness of texts. 	
Year 11 Assessments: Three school based: <ul style="list-style-type: none"> • Research Tasks: Interview and Observation • Formal Examination 	Year 12 Assessments: Four school based: <ul style="list-style-type: none"> • Independent Research Project • Advocacy Campaign • Research Task: Interview, Questionnaire and/ or Observation • Trial Examination 	Year 11 Assessments: Three school based: <ul style="list-style-type: none"> • Multimodal Presentation • Creative Writing • Yearly Examination 	Year 12 Assessments: Four school based: <ul style="list-style-type: none"> • Trial and HSC Examination. • Multimodal Presentation • Critical Extended Response • Creative Writing
Special Requirement: In Year 12 an Independent Research Project is completed. It is internally marked. A 3-hour HSC Examination is mandatory.		Special Requirement: HSC Examinations are mandatory for this course.	
Potential Future Careers and Courses: Social worker, counsellor, psychologist, Statistician, Nursing, Therapists, Child Care worker, Disabled Carer, Aged Carer, Case Officer, Police Officer, Teacher.		Potential Future Careers and Courses: Teachers' Aide, Bookseller, Sales Representative, Tour Guide, Radio Announcer, Publisher, Administration Officer, Foreign Affairs Officer, Secretary, Market Researcher.	

ENGLISH (ADVANCED) Board Developed Course		ENGLISH (EXTENSION) Board Developed Course	
Exclusions: Nil		Exclusions: Must be enrolled in English Advanced Course	
KLA Area: ENGLSIH	ATAR: Category A	KLA Area: ENGLSIH	ATAR: Category A
Units: 2	Cost: Excursions	Units: 1 or 2	Cost: Excursions
<p>What will I be doing in this Course:</p> <p>In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.</p> <p>In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.</p>		<p>What will I be doing in this Course:</p> <p>In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. This is a 1 Unit course.</p> <p>In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.</p> <p>In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.</p> <p>In studying these courses, students will develop skills to work independently, to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.</p> <p>English Extension 1 is a prerequisite for Extension 2, which has a value of 2 Units.</p>	
<p>Year 11 Main Topics:</p> <ul style="list-style-type: none"> Reading to Write. Exploration of texts and skills required for SNR study. <p>Two additional Modules:</p> <ul style="list-style-type: none"> Critical Study of Literature. Narratives that Shape our World. <p>Year 12 Main Topics:</p> <p>Has TWO sections</p> <ul style="list-style-type: none"> Texts and Human Experience THREE additional modules with emphasis on aspects of shaping meaning and the effectiveness of texts. 		<p>Year 11 Main Topics:</p> <ul style="list-style-type: none"> ONE Mandatory module: Texts, Culture and Value as well as related research project. <p>Year 12 Main Topics:</p> <p>ONE common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one of the five electives offered for study. The electives are:</p> <ul style="list-style-type: none"> Literary Homelands Worlds of Upheaval Reimagined Worlds Literary Mindscapes Intersecting Worlds 	
<p>Year 11 Assessments:</p> <p>Three school based:</p> <ul style="list-style-type: none"> Creative Writing Multimodal Presentation Yearly Examination 	<p>Year 12 Assessments:</p> <p>Four school based</p> <ul style="list-style-type: none"> Creative Writing Critical Extended Response Multimodal Presentation Trial and HSC Examination 	<p>Year 11 Assessments:</p> <p>Three school based:</p> <ul style="list-style-type: none"> Multimodal Presentation Critical Writing Yearly Examination 	<p>Year 12 Assessments:</p> <p>Four school based:</p> <ul style="list-style-type: none"> Multimodal Presentation Creative Writing Critical Writing Trial and HSC Examination
<p>Special Requirement:</p> <p>HSC Examinations are Mandatory for this course.</p>		<p>Special Requirement:</p> <p>Must be Studying the Advanced English Course to qualify.</p>	
<p>Potential Future Careers and Courses:</p> <p>Teacher, Radio Announcer, Journalist, Publisher, Writer, Psychologist, Administration Officer, Secretary, Editor, Solicitor, Scriptwriter, Editor</p>		<p>Potential Future Careers and Courses:</p> <p>Teacher, Radio Announcer, Journalist, Publisher, Writer, Psychologist, Administration Officer, Secretary, Editor, Solicitor, Scriptwriter.</p>	

ENGLISH (STUDIES)		GEOGRAPHY	
Board Developed Course		Board Developed Course	
Exclusions: Nil		Exclusions: Nil	
KLA Area: ENGLISH	ATAR: Category B	KLA Area: HSIE	ATAR: Category A
Units: 2	Cost: Excursions	Units: 2	Cost: Excursions
<p>What will I be doing in this Course:</p> <p>In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.</p> <p>In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.</p>		<p>What will I be doing in this Course:</p> <p>The Year 11 course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The Year 12 course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>	
<p>Year 11 Main Topics:</p> <ul style="list-style-type: none"> Achieving through English in education, work and community developing the use of language Two to Three additional elective modules <p>Year 12 Main Topics:</p> <ul style="list-style-type: none"> ONE Module Texts and Human Experience Two to Four additional elective modules 		<p>Year 11 Main Topics:</p> <ul style="list-style-type: none"> Biophysical Interactions Global Challenges Senior Geography Project <p>Year 12 Main Topics:</p> <ul style="list-style-type: none"> Ecosystems at Risk Urban Places People and Economic Activity 	
<p>Year 11 Assessments:</p> <p>Three school based:</p> <ul style="list-style-type: none"> Job Application Task Multimodal Media Article Portfolio of Learning 	<p>Year 12 Assessments:</p> <p>Four school based</p> <ul style="list-style-type: none"> Multimodal Presentation Viewing and Representing Reading/Writing Optional HSC Exam 	<p>Year 11 Assessments:</p> <p>Three school based:</p> <ul style="list-style-type: none"> Geographic Inquiry Fieldwork Report Formal Examination 	<p>Year 12 Assessments:</p> <p>Four school based:</p> <ul style="list-style-type: none"> Geographic Inquiry Fieldwork Report Trial HSC Examination HSC Examination
<p>Special Requirement:</p> <p>The formal HSC Examination is optional in Year 12 and must be opted into to be eligible for an ATAR.</p>		<p>Special Requirement:</p> <p>Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses. A 3 hour HSC Examination is Mandatory.</p>	
<p>Potential Future Careers and Courses:</p> <p>Marketing, Writer, Office Assistance, Apprenticeship, Business Owner, Performer, Traineeship, Tour Guide, Radio Announcer.</p>		<p>Potential Future Careers and Courses:</p> <p>Survey Assistant, Travel Consultant, Flight Attendant, Stock and Station Agent, Real Estate Agent, Tour Guide, Cartographer, Park Ranger, Miner, Farmhand, Photographer, Statistician, Teacher, Surveyor, Environmental Researcher, Meteorologist</p>	

ANCIENT HISTORY		MODERN HISTORY	
Board Developed Course		Board Developed Course	
Exclusions :Nil		Exclusions: Nil	
KLA Area: HSIE	ATAR: Category A	KLA Area: HSIE	ATAR: CAT A
Units: 2	Cost: Excursions	Units: 2	Cost: Excursions
What will I be doing in this Course: The Year 11 course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists. The Year 12 course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.		What will I be doing in this Course: The study of Modern History engages students in an investigation of the forces that have shaped the world with a focus on the interpretation of sources. Students investigate the motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Students enrich their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.	
Year 11 Main Topics: <ul style="list-style-type: none"> Investigating Ancient History Features of Ancient Societies Historical Investigations Year 12 Main Topics: <ul style="list-style-type: none"> Core study: Cities of Vesuvius- Pompeii and Herculaneum Ancient Societies Personalities in their times Historical Periods Core Study 		Year 11 Main Topics: The Historical Investigation Core Study: The Shaping of the Modern World <ul style="list-style-type: none"> The Social and Cultural World Personal and Social Identify Intercultural Communication Year 12 Main Topics: Core Study: Power and Authority in the Modern World <ul style="list-style-type: none"> National Study Peace and Conflict Change in the Modern World 	
Year 11 Assessments: Three school based: <ul style="list-style-type: none"> Source Analysis Research and Essay Yearly Examination 	Year 12 Assessments: Four school based <ul style="list-style-type: none"> Source Analysis Research and Essay Trial HSC Examination HSC Examination 	Year 11 Assessments: Three school based: <ul style="list-style-type: none"> Research Oral presentation Historical investigation Examination. 	Year 12 Assessments: Four school based <ul style="list-style-type: none"> Historical analysis Research essay In class research essay Trial examination.
Special Requirement: The 12 course requires study from at least TWO of the following areas: Egypt, Near East, Greece, China, Rome. A 3 hour HSC Examination is Mandatory.		Special Requirement: The Year 11 Historical Investigation and choice of Case Studies must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses. In the Year 12 course students are required to study at least ONE non-western topic in the National Study, Peace and Conflict unit or the Change in the Modern World unit. A 3 hour HSC Examination is mandatory.	
Potential Future Careers and Courses: Journalist, Political Scientist, Film maker, Historian, Foreign Affairs Officer, Diplomat, Archaeologist, Museum Curator, Archivist, Communications Officers, Government Careers, Marketing, Education, Tour Officer or Guide.		Potential Future Careers and Courses: Journalist, Political Scientist, Film maker, Historian, Foreign Affairs Officer, Diplomat, Archaeologist, Museum Curator, Archivist, Communications Officers, Government Careers, Marketing, Education.	

HISTORY EXTENSION Board Developed Course		INDUSTRIAL TECHNOLOGY TIMBER Board Developed Course	
Exclusions: Must be enrolled in History 2 Unit Course		Exclusions: Nil	
KLA Area: HSIE	ATAR: Category A	KLA Area: TAS	ATAR: Category A
Units:1	Cost: Excursions	Units: 2	Cost:\$60 +Major Project
What will I be doing in this course: The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students will analyse and explore the construction of history and its associated problems, through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day.		What will I be doing in this Course: Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.	
Year 11 Main Topics: <ul style="list-style-type: none"> N/A Course only available in the Year 12 Year 12 Main Topics: <ul style="list-style-type: none"> Constructing History The History Project (20%) 		Year 11 Main Topics: <ul style="list-style-type: none"> Industrial Study Design Management and Communication Production Industry Related Manufacturing Year 12 Main Topics: <ul style="list-style-type: none"> Industry Study 15% Major Work 60% Industry Related Manufacturing Technology 15% 	
Year 11 Assessments: <ul style="list-style-type: none"> N/A 	Year 12 Assessments: Three Tasks: <ul style="list-style-type: none"> History Project, including proposal and final project. Research Essay Trial examination 	Year 11 Assessments: Three school based: <ul style="list-style-type: none"> Examination Design Portfolio Design Project 	Year 12 Assessments: Four school based <ul style="list-style-type: none"> Examination Design Portfolio Progress Mark for major Project
Special Requirement: Year 11 Modern or Ancient History is a pre-requisite for History Extension. Co-requisites Year 12 Modern and Ancient History is a co-requisite for History Extension. Completion of an internally marked History Project (20%)		Special Requirement: In both Years students construct projects. In the HSC students design and develop a Major Project with a portfolio. This is externally marked. A HSC Examination is mandatory.	
Potential Future Careers and Courses: Journalist, Political Scientist, Film maker, Historian, Foreign Affairs Officer, Diplomat, Archaeologist, Museum Curator, Archivist, Communications Officers, Government Careers, Marketing, Education.		Potential Future Careers and Courses: Engineer, Timber Industries, Industrial Design, Teacher, Architect, Quantity Surveyor, Surveyor, Cartographer, Town Planner, Drafter, Builder, Cabinet Maker, Stonemason	

INVESTIGATING SCIENCE		LEGAL STUDIES	
Board Developed Course		Board Developed Course	
Exclusions: Nil		Exclusions: Nil	
KLA Area: SCIENCE	ATAR: Category A	KLA Area: HSIE	ATAR: Category A
Units: 2	Cost: Excursions	Units: 2	Cost: Excursions
<p>What will I be doing in this Course:</p> <p>The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.</p> <p>The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.</p>		<p>What will I be doing in this Course:</p> <p>The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The Year 12 course investigates law, justice, criminal law and human rights and two other areas of law through close study of laws and a variety of case studies which consider how changes in societies influence law reform.</p>	
<p>Year 11 Main Topics:</p> <ul style="list-style-type: none"> • Cause and Effect - Observing • Cause and Effect – Inferences and Generalisations • Scientific Models • Theories and Laws <p>Year 12 Main Topics:</p> <ul style="list-style-type: none"> • Scientific Investigations • Technologies • Fact or Fallacy? <p>Science and Society</p>		<p>Year 11 Main Topics:</p> <ul style="list-style-type: none"> • The Legal System • The Individual and the Law • The Law in Practice <p>Year 12 Main Topics:</p> <ul style="list-style-type: none"> • Crime • Human Rights <p>TWO Options from Consumers, Global Environmental Protection, Family, Indigenous Peoples, Shelter, Workplace, World Order.</p>	
<p>Year 11 Assessments:</p> <p>Maximum three assessment tasks. One will be a formal examination.</p>	<p>Year 12 Assessments:</p> <p>Maximum four assessment tasks. One will be a formal examination.</p>	<p>Year 11 Assessments:</p> <p>Three school based:</p> <ul style="list-style-type: none"> • Research Task • Media File • Examination 	<p>Year 12 Assessments:</p> <p>Four school based:</p> <ul style="list-style-type: none"> • Research Tasks • Examination
<p>Special Requirement:</p> <p>3 hour HSC Examination, Practical Investigations and a Depth Study are core components.</p>		<p>Special Requirement:</p> <p>A 3 hour Year 12 Examination is Mandatory.</p>	
<p>Potential Future Careers and Courses:</p> <p>STEM pathways, Science Communication, Science Journalism, Science Education</p>		<p>Potential Future Careers and Courses:</p> <p>Finance Officer, Banker, Lawyer, Management Positions, Youth Worker, Secretary, Real Estate Agent, Public Relations Officer, Stock and Station Agent, Legal Aid Worker, Local Government Clerk.</p>	

MATHEMATICS STANDARD 1		MATHEMATICS STANDARD 2	
Board Developed Course		Board Developed Course	
Exclusions: Nil		Exclusions: Nil	
KLA Area: MATHEMATICS	KLA Area: MATHEMATICS	ATAR: Category A	
Units: 2	Units: 2	Cost: Excursions	
<p>What will I be doing in this Course: The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus.</p> <p>Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination.</p> <p>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.</p> <p>Students will develop knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. Provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.</p>		<p>What will I be doing in this Course: The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus.</p> <p>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.</p> <p>The study of Mathematics Standard 2 in Stage 6, enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. This course provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies it also provides an appropriate mathematical background for students entering the work force or undertaking further tertiary training.</p>	
<p>Year 11 Main Topics:</p> <ul style="list-style-type: none"> Algebra Measurement Financial Mathematics Statistical Analysis <p>Year 12 Main Topics:</p> <ul style="list-style-type: none"> Algebra Financial Mathematics Measurement Statistical Analysis Networks 		<p>Year 11 Main Topics:</p> <ul style="list-style-type: none"> Algebra Measurement Financial Mathematics Statistical Analysis <p>Year 12 Main Topics:</p> <ul style="list-style-type: none"> Algebra Measurement Financial Mathematics Statistical Analysis Networks 	
<p>Year 11 Assessments: Three school based:</p> <ul style="list-style-type: none"> In Class Examination Investigation Formal Examination 	<p>Year 11 Assessments: Three school based:</p> <ul style="list-style-type: none"> In Class Examination Investigation Formal Examination 	<p>Year 11 Assessments: Three school based:</p> <ul style="list-style-type: none"> In Class Examination Investigation Formal Examination 	<p>Year 12 Assessments: Four school based</p> <ul style="list-style-type: none"> In Class Examination Investigation Formal Examination
<p>Special Requirement: An optional HSC Examination for qualification of an ATAR.</p>		<p>Special Requirement: A HSC Examination is Mandatory</p>	
<p>Potential Future Careers and Courses: Bar Attendant, Insurance Agent, Local Government Clerk, Sales Representative, Statistician, Stock Broker, Actuary, Meteorologist, Town Planner, Accountant, Purchasing Officer, Bank Officer.</p>		<p>Potential Future Careers and Courses: Mathematics is assumed knowledge for University degrees with areas of study such as Accounting, Agriculture, Architecture, Building, Conservation Studies and Resource Management, Psychology, Surveying.</p>	

MATHEMATICS ADVANCED		MATHEMATICS EXTENSION 1	
Board Developed Course		Board Developed Course	
Exclusions: Must have studied Mathematics 7-10 5.1, 5.2 and specific areas of 5.3		Exclusions: Standard 1 & 2 Course Prerequisite: Mathematics Advanced	
KLA Area: MATHEMATICS	KLA Area: MATHEMATICS	KLA Area: MATHEMATICS	ATAR: Category A
Units: 2	Units: 2	Units: 1	Cost: Excursions
What will I be doing in this Course: The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The study of Mathematics Advanced in Stage 6, enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. Such as: Consider various applications of mathematics in broad range of contemporary contexts. Develop ways of thinking in which problems are explored through observation, reflection and reasoning. A basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. Providing a mathematical background for students whose future pathways may involve mathematics in a range of disciplines at the tertiary level.		What will I be doing in this Course: The Mathematics Extension 1 Year 11 course is studied in addition to the Mathematics Advanced Year 11 course. 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. The study of Mathematics Extension 1 in Stage 6, enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. This course provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively. It develops their awareness of the interconnected nature of mathematics, its beauty and its functionality, providing a basis for progression to further study in mathematics or related disciplines, at a tertiary level. Also providing an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.	
Year 11 Main Topics: <ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Exponential and Logarithmic Functions • Statistical Analysis Year 12 Main Topics: <ul style="list-style-type: none"> • Functions • Calculus • Trigonometric Functions • Financial Mathematics • Statistical Analysis 		Year 11 Main Topics: <ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Combinatorics Year 12 Main Topics: <ul style="list-style-type: none"> • Proof • Vectors • Trigonometric Functions • Calculus • Statistical Analysis 	
Year 11 Assessments: Three school based: <ul style="list-style-type: none"> • In Class Examination • Investigation • Formal Examination 	Year 12 Assessments: Four school based <ul style="list-style-type: none"> • In Class Examination • Investigation • Formal Examination 	Year 11 Assessments: Three school based: <ul style="list-style-type: none"> • In Class Examination • Investigation • Formal Examination 	Year 12 Assessments: Four school based <ul style="list-style-type: none"> • In Class Examination • Investigation • Formal Examination
Special Requirement: A HSC Examination is Mandatory		Special Requirement: A HSC Examination is Mandatory. Students may not study this course with Mathematics Standard 1 or 2.	
Potential Future Careers and Courses: Mathematics is assumed knowledge for University degrees with areas of study such as Accounting, Agriculture, Architecture, Building, Conservation Studies and Resource Management, Psychology, Surveying.		Potential Future Careers and Courses: Extension Mathematics assumed for University degrees with Science, Engineering, Information Technology, Commerce, Finance Base, Banking, Accounting, Business.	

MATHEMATICS EXTENSION 2		MUSIC 1	
Board Developed Course		Board Developed Course	
Exclusions: Standard 1 & 2 Course Prerequisite: Mathematics Extension 1		Exclusions: Music 1 & 2 students	
KLA Area: MATHEMATICS	ATAR: Category A	KLA Area: CAPA	ATAR: Category A
Units: 2	Cost: Excursions	Units: 2	Cost: Excursions
<p>What will I be doing in this Course: The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.</p> <p>The study of Mathematics Extension 2 in Stage 6, enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. Developing strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. At progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts. Provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level. Provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.</p>		<p>What will I be doing in this Course: In both Year 11 and 12 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. Students study three topics which are selected by the class and are based on student interest. Topics are chosen from a list of 21 which covers a range of styles, periods and genres. Examples of topics include rock, pop, Jazz, Music of the 20th and 21st Centuries, Music for Theatre, Music for Radio, Film and Television.</p> <p>Music 1 provides for students who have diverse musical interests including popular music. The course focuses on</p> <ul style="list-style-type: none"> • Musical Performance • Composition • Aural – based on the concepts of Music • Musicology – the study of various music genres 	
<p>Year 11 Main Topics:</p> <ul style="list-style-type: none"> • Not Offered, ONLY in Year 12 <p>Year 12 Main Topics:</p> <ul style="list-style-type: none"> • Proof • Vectors • Complex Numbers • Calculus • Mechanics 		<p>Year 11 Main Topics:</p> <ul style="list-style-type: none"> • Three topics are taught from a choice of twenty-one • Musical concepts Performance, Musicology, Composition and Aural skills are developed. <p>YEAR 12 Main Topics</p> <ul style="list-style-type: none"> • Core studies in performance, composition, musicology and aural skills are developed. • Study of three elective topics 	
<p>Year 11 Assessments: Three school based:</p> <ul style="list-style-type: none"> • In Class Examination • Investigation • Formal Examination 	<p>Year 12 Assessments: Four school based</p> <ul style="list-style-type: none"> • In Class Examination • Investigation • Formal Examination 	<p>Year 11 Assessments: Three school based:</p> <ul style="list-style-type: none"> • Examination • Performance • Composition • Musicology 	<p>Year 12 Assessments: Four school based:</p> <ul style="list-style-type: none"> • Examination • Practical • Composition • Musicology
<p>Special Requirement: A HSC Examination is Mandatory. Students must be studying Advanced Mathematics and Extension 1.</p>		<p>Special Requirement: HSC Aural Examination is Mandatory. Students who select composition must keep a portfolio. External markers will assess student performances, composition or musicology skills and knowledge.</p>	
<p>Potential Future Careers and Courses: Mathematician, physics, pilot, Banking Engineering, Information Technology, Commerce, Finance Base, Accounting, Business</p>		<p>Potential Future Careers and Courses: DJ, Teacher, Sales Representative, Instrument Maker, Television/Music, Production, Theatre Production, Musician, Composer for Advertising, Film, Television, Theatre, Music Arrangement, Recording Companies, Road Crew.</p>	

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION Board Developed Course		PHYSICS Board Developed Course	
Exclusions: Nil		Exclusions: Nil	
KLA Area: PDHPE	ATAR: Category A	KLA Area: SCIENCE	ATAR: Category A
Units: 2	Cost: Excursions	Units: 2	Cost: Excursions
What will I be doing in this Course: Personal Development, Health and Physical Education involves students learning about and practising ways of maintaining balanced lifestyles and improving their health status. It also examines social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement. It aims to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities. The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. In the Year 12 course, students focus on major issues related to Australia's health status. They also examine factors that affect physical performance. Students must undertake optional study from a range of choices.		What will I be doing in this Course: The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects. The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11, including motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.	
Year 11 Main Topics: <ul style="list-style-type: none"> Better Health for Individuals 30% The Body in Motion 30% Two Options chosen from: First Aid and Injury, Composition and Performance, Fitness Choices, Outdoor Education 40%		Year 11 Main Topics: <ul style="list-style-type: none"> Kinematics Dynamics Waves and Thermodynamics Electricity and Magnetism 	
Year 12 Main Topics: <ul style="list-style-type: none"> Health Priorities in Australia Factors Effecting Performance Two Options chosen from: The Health of Young People, Sport and Physical Activity in Australian Society, Sports Medicine, Improving Performance, Equity and Health.		Year 12 Main Topics: <ul style="list-style-type: none"> Advanced Mechanics Electromagnetism The Nature of Light From the Universe to the Atom 	
Year 11 Assessments: Three school based: <ul style="list-style-type: none"> Formal Examination Research Tasks 	Year 12 Assessments: Four school based: <ul style="list-style-type: none"> Formal Examination Research Tasks 	Year 11 Assessments: Maximum three assessment tasks. One will be a formal examination.	Year 12 Assessments: Maximum four assessment tasks. One will be a formal examination.
Special Requirement: 3 hour HSC Examination is mandatory		Special Requirement: HSC Examination, practical Investigations and a Depth Study are mandatory components.	
Potential Future Careers and Courses: Teacher, Lifeguard, Physiotherapist, Sports Coach, Personal Trainer, Health or Youth Worker, Drug/Alcohol Counsellor, Medical Practitioner, Nurse, Recreation Officer, Diversional Therapist, Sports Psychologist or Journalist, Nutritionist, Coaching.		Potential Future Careers and Courses: Doctor, Radiologist, Radiographer, Dentist, Surveyor, Pilot, Teacher, Medical Laboratory Worker, Astronomer, Astronaut, Air Traffic Controller, Meteorologist, Forensic Scientist, Sound Technician, Surveyor, Engineer, Pharmacist.	

SOCIETY AND CULTURE Board Developed Course		SOFTWARE DESIGN AND DEVELOPMENT Board Developed Course	
Exclusions: Nil		Exclusions: Nil	
KLA Area: HSIE	ATAR: Category A	KLA Area: TAS	ATAR: Category A
Units: 2	Cost: Excursions	Units: 2	Cost: Excursions
What will I be doing in this Course: The key focus of Society and Culture is the development of social and cultural literacy and a clear understanding of the interactions of person, society, culture, environment and time. This course allows students to develop transferrable skills including communication, presentation, verbal reasoning, leadership and essential research skills. Students gain an insight into human behaviour, developing a depth of understanding about ways to analyse local and global culture.		What will I be doing in this Course: The Year 11 course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The Year 12 course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.	
Year 11 Main Topics: <ul style="list-style-type: none"> The Social and Cultural World Personal and Social Identify Intercultural Communication Year 12 Main Topics: <ul style="list-style-type: none"> Social and Cultural Continuity and Change PIP Two in depth studies chosen from: Popular Culture and/or Beliefs Systems and Ideologies and/or Social Inclusion and Exclusion and/or Social Conformity and Non-Conformity 		Year 11 Main Topics: <ul style="list-style-type: none"> Concepts and Issues in the Design and Development of Software. Introduction to Software Development Developing Software solutions Year 12 Main Topics: <ul style="list-style-type: none"> Development and Impact of Software Solutions Software Development Cycle Developing a Solution Package Options 1 or 2: Programming Paradigms OR The Interrelationship between software and hardware.	
Year 11 Assessments: Three school based: <ul style="list-style-type: none"> A research task Mini-PIP Examination. 	Year 12 Assessments: Four school based: <ul style="list-style-type: none"> In-class test, Research task PIP process Trial examination Two external: <ul style="list-style-type: none"> PIP and HSC 2 hour Examination 	Year 11 Assessments: Three school based: <ul style="list-style-type: none"> Research Task Project Examination 	Year 12 Assessments: Four school based <ul style="list-style-type: none"> In-class test Research Task Project Trial Examination
Special Requirement: Completion of an externally marked Personal Interest Project (40%). Involves excursion to a HSC PIP day.		Special Requirement: A Mandatory HSC Examination	
Potential Future Careers and Courses: Journalist, Political Scientist, Film maker, Welfare Worker, Foreign Affairs Officer, Diplomat, Sociologist, Anthropologist, Police, Communications Officers, Government Careers, Education, Public Relations, Intelligence e.g. ASIO.		Potential Future Careers and Courses: Coding, programming, Gaming, Computer engineer, Designing, Social Media, Marketing, Computer Consultant, App Designer, Systems Management, Technical Advisor.	

TEXTILES AND DESIGN		VISUAL ARTS	
Board Developed Course		Board Developed Course	
Exclusions: Nil		Exclusions: Nil	
KLA Area: TAS	ATAR: Category A	KLA Area: SCIENCE	ATAR: Category A
Units: 2	Cost: \$40 + Excursions	Units: 2	Cost: \$50 + Excursions
What will I be doing in this Course: Students will investigate the science and technology of textiles through a study of properties and performance, allowing them to make informed choices in textiles. Students will explore advances in technology, current industry issues and employment opportunities. Practical experiences include experimentation and project work where students construct and evaluate textiles items. In Year 12 the course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.		What will I be doing in this Course: Visual Arts as a subject provides for various interpretations of the visual arts that are contemporary and relevant. Acknowledging that Visual Art encompasses the areas of art, craft and design, the subject is theoretically and practically sustained by Practice, the Frames and a Conceptual Framework about art. These underpinnings form the basis for content and accommodate varying student interests and abilities.	
Year 11 Main Topics: <ul style="list-style-type: none"> • Design • Properties and Performance of Textiles • The Australian Textiles, Clothing, Footwear and Allied Industries Year 12 Main Topics: <ul style="list-style-type: none"> • Design • Properties and Performance of Textiles • The Australian Textiles, Clothing, Footwear and Allied Industries • Major Project 		Year 11 Main Topics: <ul style="list-style-type: none"> • 50% Practical 50% Theoretical Studies • Work in two expressive forms e.g. sculpture, painting, mixed media • Development of a Visual Arts Process Diary (VAPD) • Critical and Historical studies of Visual Artists are undertaken Year 12 Main Topics: <ul style="list-style-type: none"> • 5 Case Studies of Artists and their Practice • The development of a Body of Work (BOW). Externally Marked • Visual Arts Process Diary is used to document BOW • HSC Examination 1.5 hours 	
Year 11 Assessments: Three school based: <ul style="list-style-type: none"> • Creative Journal • Skirt/Shorts • Examination 	Year 12 Assessments: Three school based: <ul style="list-style-type: none"> • 3 Sewing Techniques • Contemporary Designer • Examination 	Year 11 Assessments: Four school based <ul style="list-style-type: none"> • Examination • Research Task • Practical Work 	Year 12 Assessments: Four school based <ul style="list-style-type: none"> • Examination • Research Tasks • Progress Mark
Special Requirement: HSC Examination, Major Textiles Project along with a Design Portfolio.		Special Requirement: Completion of Body of Work, Completion of a VAPD, HSC Examination. Excursion to Sydney for exposure to Artworks, Artist and their Art-Making Processes.	
Potential Future Careers and Courses: Theatre and Costume Designer, Upholsterer, Interior Designer, Interior Decorator, Fashion Editor, Set Designer, Teacher, Tracer, Fashion Coordinator, Textile Designer, Milliner, Tailor, Dressmaker.		Potential Future Careers and Courses: Graphic Designer, Illustrator, Cartoonist, Interior Designer, Teacher, Diversional Therapist, Desktop Publisher, Digital Media, Photographer. Jewellery Designer, Advertising, Landscape Design, Architect, Social Media Marketing.	

SPORT, LIFESTYLE AND RECREATION STUDIES		WORK STUDIES	
Board Endorsed Course		Board Endorsed Course	
Exclusions: Students Studying PDHPE must not do CEC Modules which duplicate.		Exclusions: Nil	
KLA Area: PDHPE	ATAR: Non	KLA Area: HSIE	ATAR: Non
Units: 2	Cost: Excursions	Units: 2	Cost: Excursions
<p>What will I be doing in this Course:</p> <p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> • knowledge and understanding of the factors that influence health and participation in physical activity • knowledge and understanding of the principles that impact on quality of performance • an ability to analyse and implement strategies to promote health, activity and enhanced performance • a capacity to influence the participation and performance of self and others. <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: Aquatics, Athletics, First Aid, Fitness, Specific Sports, Gymnastics, Outdoor Recreation, Sports Administration, Coaching, Social Perspectives of Sport, Healthy Lifestyle.</p>		<p>What will I be doing in this Course:</p> <p>The <i>Work Studies CEC</i> syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the <i>Work Studies</i> syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.</p> <p>The Work Studies course will assist students to:</p> <ul style="list-style-type: none"> • recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities • develop an understanding of the changing nature of work and the implications for individuals and society • undertake work placement to allow for the development of specific job-related skills • acquire general work-related knowledge, skills and attitudes, transferable across different occupations • develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace. 	
Year 11 Assessments: Three school based: <ul style="list-style-type: none"> • Research • Written Examinations 	Year 12 Assessments: Four school based: <ul style="list-style-type: none"> • Research • Written Examinations 	Year 11 Assessments: Three school based: <ul style="list-style-type: none"> • Research Task • Job Portfolio • Examination 	Year 12 Assessments: Four school based: <ul style="list-style-type: none"> • Career Action Plan • Budgeting Task • Media Task • Examination
Special Requirement:		Special Requirement: Work Experience one day a week	
Potential Future Careers and Courses: Sports Trainer, Gym Instructor, Lifeguard, Personal Trainer, Dietitian, Athlete, Coach		Potential Future Careers and Courses: Developing the essential employability skills transferrable across all industries. Prepares students for transition from school to work or further education.	



VOCATIONAL EDUCATION AND TRAINING (VET COURSES) SCHOOL DELIVERED





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

General

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

Framework and Non Framework Courses

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

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

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

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

Board Endorsed Courses cannot be used towards the ATAR.

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

Assessment Procedures

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

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

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

Optional External HSC Examination

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

Student Selection, enrolment and induction procedures

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

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

Fees and charges

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

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

Freedom of Information and Privacy

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Work Placement

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

School Based Apprenticeships and Traineeships (SBATs)

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

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

Becoming a School Based Apprentice or Trainee

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

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

www.sbatnsw.info

Unique Student Identifier

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

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

Smart and Skilled

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



SIT20416 Certificate II in Kitchen Operations

Entry Requirements:

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

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

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks.

This qualification provides a pathway for commercial cooks into commercial cookery including work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care, hospitals, prisons, schools.

Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

Core Units of Competency

- BSBWOR203 Work effectively with others
- SITHCCC001 Use food preparation equipment
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHCCC01 Use cookery skills effectively
- SITHKOP001 Clean kitchen premises and equipment
- SITXFSA001 Use hygienic practices for food safety
- SITXINV002 Maintain the quality of perishable items
- SITXWHS001 Participate in safe work practices

Elective Units of Competency

- SITHIND002 Source & use information on the hospitality industry
- SITXFSA002 Participate in safe food handling practices
- SITHCCC002 Prepare and present simple dishes
- SITHCCC006 Prepare appetisers and salads
- SITCCC003 Prepare and present sandwiches
- BSBSUS201 Participate in environmentally sustainable work practices

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

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

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a SIT20416 Certificate II in Kitchen Operations. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20416 Certificate II in Kitchen

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

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

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

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

Resources costs: \$35 per term \$15 Uniform Hire Costs and Excursions, Discuss payment options with your trainer
Refund Arrangements: on a pro-rata basis

Delivery Arrangements: School based

Exclusions : Nil

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

For more information on possible outcomes please visit the NESA website:

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



AHC20116 Certificate II in Agriculture

Entry Requirements:

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

Course: Primary Industries (240 indicative hours)

4 Preliminary and/or HSC units in total

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

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

Course Description

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

Core Units of Competency

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

Elective Units of Competency

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

Healthy Livestock Stream

- AHCLSK202 Care for health and welfare of livestock
- AHCLSK205 Handle livestock using basic techniques
- AHCLSK206 Identify and mark livestock
- AHCLSK204 Carry out regular livestock observations
- AHCMOM202 Operate tractors
- AHCMOM304 Operate machinery and equipment
- AHC BIO201 Inspect and clean machinery for plant, animal and soil
- AHCLSK211 Provide feed for livestock
- AHCLSK209 Monitor water supplies
- AHCINF202 Install, maintain and repair farm fencing
- AHCINF201 Carry out basic electric fencing operations
- AHCLSK316 Prepare livestock for competition

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

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

Qualifications

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

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

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

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

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

Resources costs: \$25. Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: : school based and TAFE

Exclusions:

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

For more information on possible outcomes please visit the NESA website:

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

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

School based apprenticeships and traineeships allow senior high school students to commence an apprenticeship or complete a traineeship while at school. School based apprentices work part-time and undertake the first stage of their apprenticeship training before the end of the HSC year. School based trainees work part-time and complete their traineeship by the end of their HSC year.

Both the on-the-job and off-the-job training undertaken by school based apprentices/trainees can contribute to their HSC. School based apprentices will commence full-time employment as a 2nd year apprentice from January after their HSC, providing that they have successfully completed both their on-the-job and off-the-job training program during their senior high school years.

School Based Apprenticeships allow senior high school students to commence an apprenticeship while at school. While studying for their HSC, school based apprentices work part-time and undertake the first stage of their formal or off-the-job apprenticeship training. Both the on-the-job apprenticeship training undertaken by school based apprentices can contribute to their HSC.

What are the main features of school based apprenticeships and traineeships?

School based apprenticeships and traineeships allow senior high school students to commence an apprenticeship or complete a traineeship while at school. School based apprentices work part-time and undertake the first stage of their apprenticeship training before the end of the HSC year. School based trainees work part-time and complete their traineeship by the end of their HSC year.

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How long will it take a school based apprentice to gain a qualification as a tradesperson?

Most apprenticeships in NSW are for a term of up to four years full-time employment. For school based apprenticeships, this term is broken down into part-time and full-time components.

A typical pattern, where a school based apprentice undertakes a two year HSC program, will result in the apprentice gaining their trade qualification within 5 years of commencing their school based apprenticeship – that is, after completing the HSC, the apprentice will have up to 3 years of full-time employment as an apprentice.

This pattern can be varied for students who undertake their HSC over a period of more than two years. School students who study their HSC over 3, 4 or 5 years will still need to complete up to three years full-time work as an apprentice after their HSC before gaining their trade qualification.

The period of post HSC employment may be reduced if the apprentice gains all their on-the-job skills in a shorter period of time.

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The period of post HSC employment may be reduced if the apprentice gains all their on-the-job skills in a shorter period of time.

What are the minimum requirements that a school based apprentice or school based trainee must complete while they are at school?

While at school, the school based apprentice must complete a specified number of days of paid employment as a first-year apprentice. For many trades the minimum requirement is 100 days but for some trades (e.g. electrical and electronics trades) it may be as high as 180 days.

School based apprentices will be enrolled in the relevant trade course, generally at Certificate III level, from the beginning of their apprenticeship. The formal training component to be completed while at school is generally equivalent to what a full-time apprentice would complete in their first year.

School based apprentices must complete the formal training component by the end of Term 3 before the HSC to ensure the student receives appropriate credit for the HSC. They must complete the minimum number of days of paid employment by 31 December of the HSC year to progress into the next stage of their apprenticeship.

A school based trainee will be enrolled in the relevant qualification at a Certificate II or Certificate III level. They must complete a minimum of 100 days of paid employment, or as specified in the relevant Vocational Training Order. They must also complete their formal training component by the end of Term 3 before the HSC, to ensure the student receives appropriate credit for the HSC.

Who will provide the formal training for school based apprentices/trainees?

School based apprentices and trainees in New South Wales will undertake their apprenticeship training through TAFE NSW or a private Registered Training Organisation authorised to provide apprenticeship / traineeship training. The student's school may also deliver the formal training on school premises if it is authorised to do so.

In most cases school based apprentices will continue their enrolment with the same training organisation once they commence full-time work as an apprentice after the HSC, and will complete their formal training within a further two years.

What qualifications will I receive when I have completed my apprenticeship / traineeship?

When the formal training component of the apprenticeship or traineeship has been successfully completed, a qualification will be issued to the apprentice/trainee by the Registered Training Organisation.

Evidence of successful completion of the on-the-job training will be a letter from the employer confirming that the apprentice/trainee has completed their term of employment and has attained skills and knowledge to industry standard.

When both the formal and on-the-job training have been successfully completed, apprentices and trainees receive a Certificate of Proficiency issued by State Training Services.

How will a school based apprenticeship/traineeship fit in with my HSC?

All school based apprentices must study HSC VET courses that match the training provided to first year full-time apprentices. These HSC VET courses will generally contribute a minimum of 4 units of HSC credit out of the 22 units required for the HSC.

The formal training undertaken by a school based trainee will also contribute a minimum of 4 units of credit required for the HSC. A list of competencies will be submitted by the school to the NSW Education Standards Authority. Additional HSC unit credit may be applicable for both school based apprenticeship and school based traineeship courses depending on the qualification.

School based apprentices/trainees may also elect to undertake the Industry-Based Learning Board Endorsed Course that can contribute up to 4 additional units of HSC credit. Assessment of these units will be based on evidence of industry-based skills built up through paid employment as an apprentice/trainee during the HSC years.

Further information on school based apprenticeships/traineeships in the HSC is available on the Vocational Education and Training section of the NSW Education Standards Authority website at: Vocational Education & Training

How is a school based apprenticeship/traineeship established?

School based apprenticeships/traineeships are established and protected in the same way as a fulltime apprenticeship/traineeship. The parties to the apprenticeship/traineeship (that is, the employer and the apprentice) sign a **training contract**, which is a binding agreement that sets out the trade or vocation, details of the employer and the apprentice/trainee, the commencement date and the expected term of the apprenticeship/traineeship. The training contract sets out the responsibilities and obligations of each party. A parent or guardian will also sign the contract if the apprentice/trainee is under 18 years of age. The training contract is prepared and lodged with State Training Services by the employer's preferred Australian Apprenticeships Centre.

The training contract will become binding on both parties once the application has been approved and the probationary period has elapsed. The employer may apply to have the probationary period extended if they haven't had sufficient opportunity to assess the suitability of the apprentice/trainee.

A **training plan** is also prepared in conjunction with the training contract. The training plan specifies the training organisation that will provide the formal training and the proposed pattern of part-time employment that will result in the apprentice/trainee meeting their minimum employment requirements by the end of the HSC year.

What is the latest a school student can start as a school based apprentice/trainee?

As school based apprenticeships and traineeships are a Stage 6 (senior high school) program, most school students undertaking school based apprenticeships/traineeships will commence at the end of Year 10 or the beginning of Year 11. Applications for these students should be submitted well before the end of the first term Year 11. Some students may begin during Year 10 if this is approved by the school.

Students wishing to commence a school based apprenticeship/traineeship at a later time may be able to do so, but applications cannot be approved unless the training plan confirms that the formal training can be completed before the HSC and the minimum part-time employment requirement can be met by 31 December of the HSC year.

What employment protection do I have as a school based apprentice/trainee? Are there differences in comparison to a full-time apprentice/trainee?

In NSW, an approved apprenticeship/traineeship can only be terminated by consent of the parties or by order of the Vocational Training Tribunal. This principle applies equally to school based apprenticeships and traineeships as to other types of training contracts.

Under the Industrial Relations (Child Employment) Act 2006 employers in NSW must provide young people with fair pay and conditions, irrespective of whether they have coverage under the State or Federal industrial relations system. See www.industrialrelations.nsw.gov.au for more information about young people's entitlements.

Can a school based apprenticeship/traineeship be cancelled before the HSC?

Apprenticeships and traineeships, including school based apprenticeships/traineeships, can be cancelled at any time by the mutual consent of the parties.

School based apprentices/trainees whose training contracts are cancelled prior to the completion of their HSC may be able to continue their study in the HSC VET course they have been undertaking as part of their apprenticeship/traineeship. However, cancellation before completion of the HSC may impact on the HSC unit credit available from the Industry Based Learning Board Endorsed Course.

When is a school based apprentice expected to begin full-time work as an apprentice?

School based apprentices will be expected to commence full-time work as an apprentice from 1 January after their HSC. If they have not completed the required number of days of employment as an apprentice prior to their HSC they may be required to continue their on-the-job training after the HSC so that they meet the minimum requirement before commencing full-time employment after 1 January.

Students who have completed their on-the-job training requirement prior to the HSC may negotiate with their employer to take any accrued leave in the period after the HSC and before 1 January.

What if a school based apprentice wants to have a break in their apprenticeship after the HSC?

School based apprenticeships, like all apprenticeships and traineeships in NSW, may be cancelled or suspended at any time by the mutual consent of the parties. School based apprentices who do not wish to commence full-time work as an apprentice from 1 January after completing their HSC must seek the consent of their employer to suspend or cancel their apprenticeship.

An apprentice whose apprenticeship has been cancelled will be entitled to receive credit for time spent working as an apprentice if they resume their apprenticeship at a later stage.

Can a school based apprentice/trainee change employer?

Apprenticeships and traineeships, including school based apprenticeships/traineeships, may be transferred to another employer subject to the consent of all three parties: the existing employer, the proposed employer and the apprentice/trainee.

What happens if an employer doesn't have enough work for their school based apprentice/trainee?

Employers taking on school based apprentices/trainees are required to make a commitment to employing and training the apprentice/trainee for the duration of the training contract. As with all apprenticeships and traineeships, employers who cannot meet their obligation to provide employment and training because of changes that affect their business may apply for cancellation or suspension of the training contract.

Employers and apprentices/trainees should contact their local State Training Services regional office on 13 28 11 as soon as they become aware of circumstances that may result in an application for cancellation or suspension of the apprenticeship or traineeship. State Training Services officers may be able to assist the employer and apprentice/trainee by organising placement of the apprentice/trainee with another employer.

Applications for cancellation or suspension supported by both the employer and the apprentice/trainee will be approved. Applications for cancellation or suspension supported by one party only may be referred to the Vocational Training Tribunal for a determination.

What support will be provided to school based apprentices and trainees?

School based apprentices/trainees who need help with their formal training should contact their school's careers adviser, VET coordinator or school based apprenticeships/ traineeships coordinator in the first instance. If they have questions or need help regarding their on-the-job training with their employer they should contact their local **State Training Services regional office on 13 28 11** for assistance.

What help can State Training Services provide to school based apprentices/trainees and their employers?

State Training Services, through its network of regional offices, provides assistance and support to all apprentices and trainees. Apprentices and trainees can contact their local State Training Services regional office on **13 28 11**.

School based apprentices/trainees and employers can contact their local State Training Services office for:

- information about the availability and suitability of apprenticeships and traineeships for the workplace
- advice about entering into an apprenticeship or traineeship and their obligations under the training contract
- enquiries about varying the training contract
- help with problems in the workplace
- help with training or assessment services provided by the Registered Training Organisation
- support for school based apprenticeships and school based traineeships across NSW