

**NOWRA**  
HIGH SCHOOL

# **SUBJECT INFORMATION**

**Preliminary and HSC  
Courses**

**Year 11 2023**





## Principal's Message

This booklet provides information and advice for students and parents/carers, about the Preliminary course, leading to the award of the Higher School Certificate (HSC).

Following changes to school leaving age legislation students now need to remain at school, or another educational or training institution, until they reach the age of 17. The only exemption is if the young person is in full time permanent employment which is 25 hours per week.

The HSC offers an extensive range of subjects for students. Before selecting any subject, students should read the information carefully and think about the types of career opportunities they would like to pursue. Students should also talk to their teachers, Year Adviser and the Careers Adviser, about the nature of subjects they are interested in. As well as the traditional HSC subjects, there is an increased emphasis being placed on Vocational Education and Training Courses (VET) which can count towards the Australian Tertiary Admission Rank (ATAR) and provide students with valuable employment related skills.

The level of study selected by students for Preliminary English and Mathematics, will be reviewed by Head Teachers based on final Year 10 assessment grades. Students undertaking the Preliminary HSC beginning in 2023 are provided with the widest selection of courses possible. Options available to allow this may involve students completing some of their courses at a neighbouring high school, at TAFE or with an external provider.

The replacement of the School Certificate with the Record of School Achievement (RoSA) means that students will receive an exit credential when leaving school at any point prior to completing the HSC. This places the responsibility on students to perform at their potential at all times during the Preliminary and HSC courses to ensure that they achieve results which reflect their abilities.

The school expects commitment from students to their own education and to the school generally, including wearing uniform, leadership by example, hard work and participation. From experience we know that these are the basic requirements for students to be successful and reach their potential in the HSC.

The staff of Nowra High School are committed to young people being successful in schooling. Students will be provided with a curriculum that meets their needs, resources to support their learning, professional teaching practice and a variety of activities that will help students mature into productive members of the community.

You will find a variety of courses to choose from in these pages. Students should be aiming to make subject choices with their interests, goals and abilities in mind. The school will then work hard to provide a course pattern that meets their needs.

Mr Glen Kingsley

Principal



## SENIOR SCHOOL 2023

In the senior school, you are expected to take an increasingly active role in your own learning. You must be prepared to spend considerable time each night on assignments and study in Year 11. Successful senior students think ahead, apply themselves with diligence, stick to their plans when they are successful, change them when they are not. They have clear goals and are positive about themselves, their school, their studies and their future.

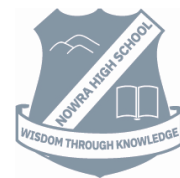
### Course Selection

*What type of courses are offered?*

Students in the senior years at Nowra High School are offered both vocational and general education courses. Vocational education and training courses are offered at the school, and students also have access to external courses including TAFE courses through the TAFE Delivered Vocational Education and Training Course Program. Students can study vocational education courses, gaining employment related training, as well as studying general education courses for the award of the HSC. Students intending to continue their education at university can take a range of courses that lead to university entrance. Some courses can be combined which provide vocational education as well as entry to university.

Your selection of courses for the senior years is an important one, and should only be made after considering the following points:

1. Your **ABILITY** - Be realistic about yourself. Build on your strengths. If you know you are good in a particular area, select subjects that will develop your strengths and enable you to go on achieving well.
2. Your **INTERESTS** - You should choose courses you are interested in and/or those which may relate to your career choice.
3. Your **CAREER GOALS** - You do not need to know exactly what you wish to do, but you should have a general idea of those careers which interest you most.
4. Further Education and Training and **CREDIT TRANSFER TO TAFE** - If you take certain subjects in combination, you can gain considerable credit transfer to TAFE courses and other training providers. These courses also provide career specific training which can be taken into account when applying for University Early Entry. At the same time, you will be able to study at school and complete "on the job training" in the workplace during school time. If you do not intend going on to study at university, you should seriously consider including subjects from the **VOCATIONAL EDUCATION PATHWAY in your HSC**.
5. Tertiary **REQUIREMENTS** - If you are intending further study at university, you must look carefully at courses you may wish to study after the HSC to see what the requirements are. As the requirements for tertiary courses vary, you must be sure you have accurate information. Be sure to select Preliminary Courses that will lead to a pattern of courses in the HSC year that will qualify you for an Australian Tertiary Admission Rank (ATAR).



## Making the Best Decision

Make sure you are correctly informed. Check it out for yourself! Talk to your Careers Adviser, Year Adviser and your teachers. Read this booklet carefully and talk to your parents about your course selections. For Preliminary English and Mathematics, Head Teachers will review final Year 10 grades to provide advice to students about the level of study best suited for them.

### **Choose courses that will give you the maximum benefit when you leave school either to:**

- take up further education or
- enter a training course with TAFE or another provider of training or
- take up employment combined with training or
- take up full time employment

### **Don't choose a course because:**

- your friends are doing it,
- you have heard it's a good way of getting marks,
- a particular teacher may or may not have the class,
- you have been told the course is a "bit of a bludge".

Pay attention to the three important areas stressed on the second 2 pages of this book.

**YOUR abilities, YOUR interests and YOUR plans for the future. Be REALISTIC** about yourself. Recognise your skills and limitations. Choose your courses accordingly.

## The Higher School Certificate - What is it?

*What are you aiming for?*

- a. A Record of Achievement detailing all Preliminary courses satisfactorily completed.
- b. A Record of Achievement, which indicates for each course satisfactorily completed, your scaled HSC examination mark and your moderated school assessment mark, for each course.
- c. An HSC and Vocational Training accredited by the NSW Education Standards Authority (NESA) and the Australian Skills Quality Authority (ASQA), which also prepares you for employment and further training.
- d. Australian Tertiary Admission Rank (if the combination of courses you have chosen to qualify you for the Award of an ATAR) based on your best ten units of Board Developed HSC courses.

*What do you have to do to qualify for an HSC?*

You must have:

- a satisfactory record of attendance
- a pattern of study in both Preliminary and HSC courses which meets Board of Studies requirements
- a satisfactory record of completion of course requirements
- meet assessment requirements and have made a serious attempt at the HSC examinations.



## **What is the difference between Preliminary and HSC courses?**

Preliminary courses are studied in Year 11. You must satisfactorily complete the course work and the assessment requirements in a Preliminary Course before being considered for entry into an HSC course. HSC courses follow on from the Preliminary courses (i.e., the work you do in a Preliminary course is "assumed knowledge" for the HSC course).

Preliminary courses start at the beginning of Year 11 and run for three terms. It is important for you to choose your courses carefully. It will not be possible for you to change courses after final enrolments are taken in Term 1 2023.

## **When do HSC courses start?**

HSC courses will start at Nowra High School at the beginning of Term 4. This means that you will start your HSC courses in Term 4 next year (2023).

## **Are there different types of Preliminary and HSC courses?**

### **A. BOARD DEVELOPED COURSES (BDCs)**

The Board of Studies develops these courses. They are accepted by universities for matriculation purposes and count towards the Australian Tertiary Admission Rank (ATAR). There are restrictions on the number of certain courses that may be taken if you want an ATAR. These restrictions are explained on the next page.

There are three types of Board Developed Courses:

#### 1. Board Developed Courses:

These are formally examined at the HSC and assessed by the school. Both the HSC exam mark and school assessment mark are recorded on the HSC record of achievement.

#### 2. Board Developed Vocational Education Framework Courses:

In 2023, NHS is offering VET courses in Retail Services, Construction Pathways, Hospitality and Manufacturing and Engineering. These courses are developed from the National Training Framework and are recognised as training courses by all states and territories. Students can choose to include one of these courses towards the calculation of their ATAR. These courses allow students to complete a significant proportion of the training required for their career areas and are recognised by TAFE and employers.

#### 3. Board Developed TAFE Delivered EVET Courses:

These TAFE delivered VET Courses are taught at the Nowra Campus of the Illawarra Institute of Technology. You receive credit for such courses on the Preliminary and HSC Records of Achievement, the HSC and the appropriate TAFE certificate. They are examined internally by TAFE and the mark is recorded on your Record of Achievement and the course appears on your HSC. Information about the subjects delivered by TAFE are detailed towards the back of this booklet.



## **B. BOARD ENDORSED COURSES (BECs)**

These courses are recorded on the Years 11-12 Records of Achievement but are not examined at the HSC. However, they are assessed by the school in the same way, as BDCs and the school assessment mark will be recorded on the HSC itself. There are restrictions on the number of these courses which may be studied if HSC requirements are to be met. They are not accepted by universities for matriculation purposes and thus do not count towards the ATAR.

There are two types of Board Endorsed Courses:

### **1. Board Endorsed Courses**

The content of these courses has been developed and endorsed by the Board of Studies in 2020. NHS are offering: Exploring Early Childhood, Photography, Video and Digital Imaging, Sport, Lifestyle and Recreation Studies.

### **2. Content Endorsed EVET Courses**

These are TAFE courses endorsed by the Board of Studies. EVET Courses offered by the Nowra College of the Illawarra Institute of Technology vary from year to year, but in recent years the following courses have been offered: Automotive Studies; Child Studies; Electro Technology; Tourism and Events, Human Services and Hairdressing. A more detailed list of courses is provided later in this booklet and a final list of courses to be offered will be determined on student interest. These courses gain credit transfer into TAFE courses.

## **Units**

### **What is the difference between 1 unit and 2 unit courses and extension courses?**

#### *2 Units*

Most subjects are at this level and provide a background of skills, concepts and knowledge generally acceptable for matriculation to university. Although all 2 Unit BDCs are acceptable for ATAR purposes (see section on the ATAR), some do not meet the requirements to continue that subject or related subjects at university level. It is your responsibility to carefully check university requirements. See your Careers Adviser for advice.

#### *Extension Courses*

Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music and some Languages. English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.



## What courses do I have to study to get a HSC?

- at least 2 units of English
- at least 6 units from Board Developed courses
- a minimum of 12 Preliminary Units
- a minimum of 10 HSC units
- at least three 2 unit courses (including English)
- at least 4 subjects

Note: a maximum of 6 units only from courses in Science may be selected in Year 11, and a maximum of 7 units only from courses in Science may be selected in Year 12

## How long have I got to complete HSC requirements?

You have up to five years starting from your first attempt at a HSC examination to complete all HSC requirements. If you take longer than two years to complete HSC requirements, you are described as accumulating your HSC. The HSC is now more flexible and enables you to follow a number of different “pathways” to gain the HSC.

You may, for example, complete your HSC in:

- a) Two years, by following the “traditional” pattern of 12 units in Year 11 and (at least) 10 units in Year 12;
- b) Three years, by repeating one or more courses and re-sitting for the HSC exam in those courses in the third year;
- c) Three years, by doing a “traditional” Year 11 and Year 12 with a year of work in the second year;
- d) Three years, by accumulating Preliminary courses over the first and second years and HSC courses over the second and third years.

These are only examples. There are a large number of possible pathways a student can now take to gain the HSC. If you are interested in accumulating your HSC, see your Career Adviser for advice.

## Are there any problems with “accumulation” of the HSC?

Students accumulating their HSC must be aware that during the period of accumulation, some courses may be discontinued, and some may not run in a particular year due to a lack of numbers.

## What does “satisfactorily completed” mean?

Satisfactory completion of a course involves not only the completion of assessment tasks but satisfactory participation and progress in all aspects of that course.

To satisfactorily study a course you must:

- a) Complete the requirements of the course as specified by the syllabus. This includes mandatory oral, practical and project work.
- b) Make a serious attempt at assessment tasks, which contribute more than 50% of available school assessment marks.
- c) Make a genuine attempt at all exams set as part of the assessment program.



## What happens if I don't satisfactorily complete a course?

If the Principal considers that you have not satisfactorily studied and completed a Preliminary course, you will not be granted entry into the HSC course. If you do not satisfactorily complete a HSC course, you will not be awarded a school assessment mark. If you do sit for the HSC exam in that course, you will not receive an HSC exam mark.

## What is a "satisfactory record of attendance"?

You must:

- Attend school regularly enough to achieve the outcomes determined for the courses you are studying. As a general rule you need to attend at least 85% of the available school days.
- Have a pattern of attendance, which shows that you are making a genuine effort.

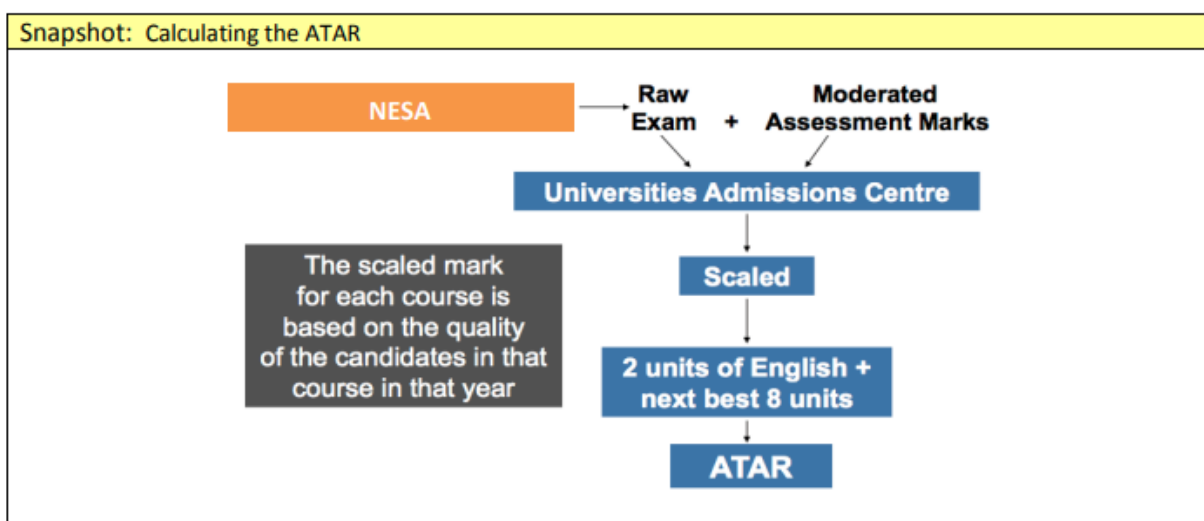
## How does school assessment work?

Your school assessment mark will be based on your performance in what are called "assessment tasks". Schools are required to set tasks which will be used to measure your performance in all the components of a course specified by the Board of Studies, not just those which can be measured in an examination. This means that you will be assessed on fieldwork, research skills, lab work, extended essays, oral work etc.

## What is the Australian Tertiary Admission Rank (ATAR)?

The Australian Tertiary Admission Rank is a ranking calculated by the Universities Admissions Centre on behalf of all tertiary institutions in NSW and the ACT. It is reported on a separate document and does not appear on either the HSC itself or the Record of Achievement. The ATAR is used to select students for the limited number of places available in university courses (using ATAR lowest selection ranks (LSR's)).

The ATAR is based on a student's best ten units in BDCs and gives the students' ranking relative to all other HSC candidates in the state. Each course is scaled using a mean score which indicates the ability of the students taking the course, not the perceived difficulty of the course. The students' scaled marks against the course, not their HSC marks, will be used to calculate the ATAR. The ATAR is calculated using the scaled marks from 2 units of English, plus the next best 8 units, to make 10 units in total. Scaled marks are not reported to students.





## **Do I need an ATAR?**

You will need an ATAR if you intend applying for university entrance. Remember only about 40% of HSC students across the state go to university straight from school. If you do not need an ATAR for the career you wish to follow, consider carefully the courses you elect to study.

There may be more appropriate courses for you that do not contribute to the ATAR, but which do provide you with credit transfer to TAFE and significant employment related training.

## **How do I qualify for an ATAR? Which courses do I have to select?**

To be eligible for an ATAR you must satisfactorily complete at least 10 units (including at least two units of English) of Board Developed courses. Of these, at least eight units must be Category A courses. Courses completed must include at least three Board Developed courses of two units or greater and at least four subjects. If undertaking 12 units in both Year 11 and Year 12, you may include one Category B course in your studies and still be eligible for an ATAR.

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

- your best two units of English; and
- the best 8 units from the remaining units.
- no more than 2 units of Category B courses
- 4 different subjects

(\*Board Developed VET courses are Category B subjects)

## **Cost of Course Materials**

Many subjects offered in the senior school require the use of materials not funded within the budget of the school. In order to make these materials available to students, it has been decided to offer parents/caregivers the options of:

1. Making a contribution in advance toward the cost of the materials students will use whilst studying the course (Head Teachers have determined the materials needed to complete the course which can be purchased in bulk to obtain the best value for money). This contribution can be made on a per term basis.

or

2. Parents/caregivers can supply the materials students will use during the course (Head Teachers will provide a list of materials at the beginning of the course and students will be expected to supply the materials as required).

At the time of selecting a subject(s) parents/caregivers will be asked to nominate the option they prefer. The cost of materials for each course is included with the course descriptions later in this booklet.



## Some Final Advice

What to remember when you are making your Preliminary Course selections:

- Consider your ability, interests and career hopes
- Check course combinations – there are some which are not permitted
- HSC course pattern requirements must be satisfied in both Preliminary and HSC years
- ATAR requirements must be satisfied if you intend going to university
- Some university courses have prerequisites (find out what they are)
- Some 1 Unit CEC courses are only offered as Preliminary courses, so don't back yourself into a corner by wrongly assuming that a course will continue.

## What do I do if I have problems in Year 11?

Talk to someone about it! Your Careers Advisor, Year Advisor, the School Counsellors, your Deputy Principal, and your teachers are all willing to listen and to offer advice.



## HSC minimum standard

What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still:

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

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6. Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser. Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test. Further Information NSW Education Standards Authority (NESA)

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

# 2023 Course Guide



The following are a list of subjects which may be offered at Nowra High School. Subjects offered vary from year to year dependent on teacher and classroom availability.

1. Aboriginal Studies
2. Agriculture
3. Ancient History
4. Biology
5. Business Studies
6. Chemistry
7. Community & Family Studies
8. Dance
9. Design & Technology
10. Drama
11. Earth & Environment
12. Economics
13. Engineering Studies
14. English Advanced
15. English Extension
16. English Standard
17. English Studies
18. Exploring Early Childhood
19. Food Technology
20. French Beginners
21. Geography
22. History Extension
23. IT – Multimedia
24. IT – Timber Products
25. Information Processes & Technology
26. Investigating Science
27. Legal Studies
28. Mathematics Advanced
29. Mathematics Extension
30. Mathematics Standard
31. Modern History
32. Music 1
33. PDHPE
34. Photography, Video and Digital Imaging
35. Physics
36. Science Extension
37. Society & Culture
38. Sport Lifestyle and Recreation Studies
39. Studies of Religion
40. Visual Arts

## SCHOOL BASED VET OPTIONS

- VET Construction
- VET Hospitality
- VET Engineering & Manufacturing
- VET Retail Services

Please note information regarding VET options is at the back of this booklet.



## Aboriginal Studies BDC A

### Course description

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

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

### What students learn

#### Preliminary course

##### Part I: Aboriginality and the Land

- Aboriginal Peoples' relationship to Country
- Dispossession and dislocation of Aboriginal Peoples from Country
- Impact of British colonisation on Country

##### Part II: Heritage and Identity

- The Dreaming and cultural ownership
- Diversity of Aboriginal cultural and social life
- Impact of colonisation on Aboriginal cultures and families
- Impact of racism and stereotyping

##### Part III: International Indigenous Community: Comparative Study

- Location, environment and features of an international Indigenous community
- Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity

##### Part IV: Research and Inquiry Methods: Local Community Case Study

- Methods and skills relating to: community consultation; planning research; acquiring information; processing information; communicating information

#### HSC course

##### Part I – Social Justice and Human Rights Issues

- Global Perspective: Global understanding of human rights and social justice AND
- Comparative Study: A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence

##### Part II – Case Study of an Aboriginal community for each topic

- Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses OR
- Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses

##### Part III – Research and Inquiry Methods – Major Project: Choice of project topic based on student interest.

#### Course requirements

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



## **Agriculture BDC A**

### **Course description**

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

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It 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.

### **What students learn**

#### **Preliminary course**

Overview (15%)

The Farm Case Study (25%)

Plant Production (30%)

Animal Production (30%)

#### **HSC course**

Core (80%)

Plant/Animal Production (50%)

Farm Product Study (30%)

Elective (20%)

Choose ONE of the following electives to study:

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

### **Course requirements**

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



## **Ancient History** BDC A

### **Course description**

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

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

### **What students learn**

#### **Year 11 course**

The Year 11 course comprises three sections.

Investigating Ancient History

- Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies

Features of Ancient Societies

- Students study at least two ancient societies

Historical Investigation

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

#### **Year 12 course**

The Year 12 course comprises four sections.

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

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

### **Course requirements**

#### **Year 11 course**

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

One must be from Egypt, Greece, Rome or Celtic Europe, and

One must be from Australia, Asia, the Near East or the Americas.

#### **Year 12 course**

The course requires study from at least TWO of the following areas:

Egypt

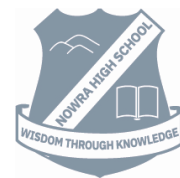
Near East

China

Greece

Rome





## **Biology BDC A**

### **Course description**

The Year 11 course investigates cellular structure and provides a basis 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 on biodiversity.

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

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

### **What students learn**

#### **Year 11 course**

The Year 11 course consists of four modules:

Module 1 Cells as the Basis of Life

Module 2 Organisation of Living Things

Module 3 Biological Diversity

Module 4 Ecosystem Dynamics

#### **Year 12 course**

The Year 12 course consists of four modules:

Module 5 Heredity

Module 6 Genetic Change

Module 7 Infectious Disease

Module 8 Non-infectious Disease and Disorders

### **Course requirements**

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

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

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

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



## **Business Studies BDC A**

### **Course description**

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

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

### **What students learn**

#### **Preliminary course**

- Nature of business: The role and nature of business
- Business management: The nature and responsibilities of management
- Business planning: Establishing and planning a small to medium enterprise

#### **HSC course**

- Operations: Strategies for effective operations management
- Marketing: Development and implementation of successful marketing strategies
- Finance: Financial information in the planning and management of business
- Human resources: Human resource management and business performance

### **Course requirements**

See the Business Studies Stage 6 syllabus for information regarding course requirements.



## Chemistry BDC A

### Course description

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

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

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

### What students learn

#### Year 11 course

The Year 11 course consists of four modules:

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

#### Year 12 course

The Year 12 course consists of four modules:

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

### Course requirements

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

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

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



## Community and Family Studies BDC A

### Course description

Community and Family Studies Stage 6 syllabus is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

### What students learn

Through the study of the Community and Family Studies course, students learn to develop:

- knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
- knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
- knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
- knowledge and understanding about research methodology and skills in researching, analysing and communicating
- skills in the application of management processes to meet the needs of individuals, groups, families and communities
- skills in critical thinking and the ability to take responsible action to promote wellbeing
- an appreciation of the diversity and interdependence of individuals, groups, families and communities.

### Preliminary course

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

### HSC course

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

### HSC modules

Select ONE of the following:

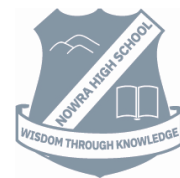
- Family and Societal Interactions (25%): Government and community structures that support and protect family members throughout their lifespan
- Social Impact of Technology (25%): The impact of evolving technologies on individuals and lifestyle
- Individuals and Work (25%): Contemporary issues confronting individuals as they manage roles within both their family and work environments

### Course requirements

The Preliminary course consists of three mandatory modules and the indicative course time allocated to their study.

The HSC course consists of three mandatory modules representing 75 per cent of course time. An options component representing 25 per cent of course time includes three modules of which students are to study only one.

Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.



## **Dance BDC A**

### **Course description**

Students undertake a study of Dance as an artform. While the course builds on the Stages 4 and 5 Dance course, it also caters for students with less experience in Dance.

### **What students learn**

#### **Preliminary course**

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

#### **HSC course**

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

### **Course requirements**

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

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

Students selecting Dance are required to keep a process diary of the development of all practical core and major study components.



## **Design and Technology BDC A**

### **Course description**

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the Preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

### **What students learn**

#### **Preliminary course**

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, work health and safety, evaluation, and manipulation of materials, tools and techniques.

#### **HSC course**

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

### **Course requirements**

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.



## Drama BDC A

### Course description

Students in Drama study the practices of Making, Performing and Critically Studying. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.

### What students learn

#### Preliminary course

Students engage with these components through collaborative and individual experiences.

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

#### HSC course

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

#### Group Performance

Three to six students create a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

#### Individual Project

Students demonstrate their expertise in a particular area. They choose one project from:

- Critical Analysis
- Design
- Performance
- Script-writing
- Video Drama.

### Topics

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

### Course requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.

In preparing for the group performance, the published Course Prescriptions include a topic list which is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years.

Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Students selecting Drama are required to keep a logbook of the development of each of the components Group Performance and Individual Project.



## **Earth and Environmental Science BDC A**

### **Course description**

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.

### **What students learn**

#### **Year 11 course**

The Year 11 course consists of four modules:

Module 1 Earth's Resources

Module 2 Plate Tectonics

Module 3 Energy Transformations

Module 4 Human Impacts

#### **Year 12 course**

The Year 12 course consists of four modules:

Module 5 Earth's Processes

Module 6 Hazards

Module 7 Climate Science

Module 8 Resource Management

### **Course requirements**

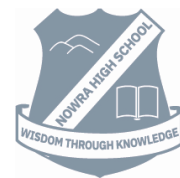
Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

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

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

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.





## **Economics BDC A**

### **Course description**

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

### **What students learn**

#### **Preliminary course**

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

#### **HSC course**

- The Global Economy: Features of the global economy and globalisation
- Australia's Place in the Global Economy: Australia's trade and finance
- Economic Issues: Issues including growth, unemployment, inflation, wealth and management
- Economic Policies and Management: The range of policies to manage the economy

### **Course requirements**

See the Economics Stage 6 syllabus for information regarding course requirements.



## Engineering Studies BDC A

### Course description:

Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

### What students learn

#### Preliminary course

Students undertake the study of 4 compulsory modules:

THREE application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories:

- Engineering Fundamentals
- Engineered Products and
- Braking Systems

ONE focus module relating to the field of Biomedical Engineering.

#### HSC course

Students undertake the study of 4 compulsory modules:

TWO application modules relating to the fields of:

- Civil Structures and
- Personal and Public Transport

TWO focus modules relating to the fields of:

- Aeronautical Engineering and
- Telecommunications Engineering.

### Course requirements

#### Preliminary course

Students are required to produce a component of an engineering report in Engineering application module 3, Braking Systems, and then a complete engineering report in Engineering focus module 4, Biomedical Engineering.

#### HSC course

Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.

One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.



## English Advanced BDC A

### Course description

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

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

### What students learn

#### Year 11 course

Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.

Two additional modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

#### Year 12 course

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

Three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued.

### Course requirements

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

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

#### Year 11 course

Students are required to study:

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

#### Year 12 course

Students are required to study:

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



## English Extension 1 BDC A

### Course description

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

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

### What students learn

#### Year 11 course

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

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

#### Year 12 course

#### English Extension 1

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

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

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

#### Course requirements

Across Stage 6 the selection of texts should give students experience of the following as appropriate:

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

#### Year 11 course

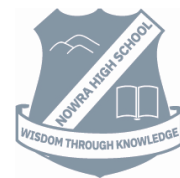
Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

#### Year 12 course

Students are required to study:

- at least THREE prescribed texts for the elective study which must include two print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)
- at least TWO related texts.



## English Extension 2 BDC A

### YEAR 12 ONLY

#### Course description

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

#### What students learn

##### Year 12 course

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

#### Course requirements

In English Extension 2 students are required to:

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

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

- short fiction
- creative nonfiction
- poetry
- critical response
- script (short film, television, drama)
- podcasts (drama, storytelling, speeches, performance poetry)



## English Standard BDC A

### Course description

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

### What students learn

#### Year 11 course

Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.

In two additional modules: Close Study of Literature, and Contemporary Possibilities students explore and examine texts and analyse aspects of meaning.

#### Year 12 course

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

Three additional modules emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.

### Course requirements

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

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

#### Year 11 course

Students are required to study:

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

#### Year 12 course

Students are required to study:

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



## English Studies BDC B

### Course description

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

### What students learn

#### Year 11 course

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

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

Students may also study an optional teacher-developed module.

#### Year 12 course

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

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

Students may also study an optional teacher-developed module.

### Course requirements

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

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

#### Year 11 course

Students are required to:

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



## Year 12 course

Students are required to:

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

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

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

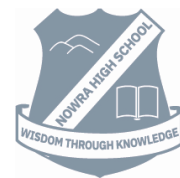
## ATAR Requirements and English Studies

Students are able to sit for an optional HSC examination and therefore be eligible for an ATAR and will be reported on a common scale with the English Standard and English Advanced courses. Students wishing to select this option must indicate that they are seeking this pathway on their subject selection form.

Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA

To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.





## Exploring Early Childhood BEC

### Course description

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

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

### What students learn

Through the study of Exploring Early Childhood, students learn to develop:

- knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact on young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction, research and analysis and decision-making and evaluation
- respect for the individuality and uniqueness of young children and their families
- an appreciation of the value and importance of supportive and responsible relationships with young children.

### Course requirements

The course comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. Fourteen optional modules are included in this course.

The time allocated to each optional module is flexible within the range of 15–30 hours depending on the number of units for the course and the way in which the course is delivered.



## Food Technology BDC A

### Course description

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

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

### What students learn

#### Preliminary course

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

#### HSC course

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

### Course requirements

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

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



## **French Beginners BDC A**

### **Course description**

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics covered provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

### **What students learn**

Topics studied through two interdependent perspectives, the personal world and French communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

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

### **Preliminary**

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

### **HSC**

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

### **Topics**

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

### **Course requirements**

Eligibility: Strict eligibility rules apply to the study of this subject. Refer to Languages courses eligibility criteria.



## **Geography BDC A**

### **Course description**

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

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

### **What students learn**

#### **Preliminary course**

- Biophysical Interactions: How biophysical processes contribute to sustainable management
- Global Challenges: Geographical study of issues at a global scale
- Senior Geography Project: A geographical study of student's own choosing

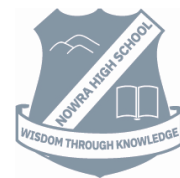
#### **HSC course**

- Ecosystems at Risk: The functioning of ecosystems, their management and protection
- Urban Places: Study of cities and urban dynamics
- People and Economic Activity: Geographic study of economic activity in a local and global context

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

### **Course requirements**

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.



## History Extension BDC A

### YEAR 12 ONLY

#### Course description

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

#### What students learn

##### Year 12 course

The course comprises two sections.

##### 1. Constructing History

###### Key questions

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

###### Case studies

- Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

##### 2. History Project

- Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

#### Course requirements

The course requires students to undertake:

- one case study
- the development of one History Project.

See the History Extension Stage 6 (Year 12) syllabus for further information regarding course requirements.



## **Industrial Technology- Multimedia Technologies BDC A**

### **Course description**

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.

### **Preliminary course**

The following sections are taught on the relevant focus area:

- Industry Study (15%)
- Design (10%)
- Management and Communication (20%)
- Production (40%)
- Industry Related Manufacturing Technology (15%)

### **HSC course**

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

Industry Study (15%)

Major Project (60%)

- Design, Management and Communication
- Production

Industry Related Manufacturing Technology (25%)

### **Course requirements**

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

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



## Industrial Technology- Timber Products BDC A

### Course description

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.

### Preliminary course

The following sections are taught on the relevant focus area:

- Industry Study (15%)
- Design (10%)
- Management and Communication (20%)
- Production (40%)
- Industry Related Manufacturing Technology (15%)

### HSC course

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

Industry Study (15%)

Major Project (60%)

- Design, Management and Communication
- Production

Industry Related Manufacturing Technology (25%)

### Course requirements

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

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



## Information Processes and Technology BDC A

### Course description

Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

### What students learn

#### Preliminary course

- Introduction to Information Skills and Systems (20%)
- Tools for Information Processes (50%)
- Developing Information Systems (30%)

#### HSC course

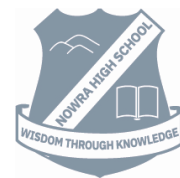
- Project Management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)
- Option Strands (40%) – Students will select TWO of the following options:
  - Transaction Processing Systems
  - Decision Support Systems
  - Automated Manufacturing Systems
  - Multimedia Systems.

#### Course requirements

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

The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.





## Investigating Science BDC A

### Course description

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

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

### What students learn

#### Year 11 course

The Year 11 course consists of four modules:

Module 1 Cause and Effect – Observing

Module 2 Cause and Effect – Inferences and Generalisations

Module 3 Scientific Models

Module 4 Theories and Laws

#### Year 12 course

The Year 12 course consists of four modules:

Module 5 Scientific Investigations

Module 6 Technologies

Module 7 Fact or Fallacy?

Module 8 Science and Society

### Course requirements

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

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

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



## Legal Studies BDC A

### Course description

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

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

### What students learn

#### Preliminary course

Part I – The Legal System

Part II – The Individual and the Law

Part III – The Law in Practice

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

#### HSC course

Core Part I: Crime

Core Part II: Human Rights

Part III: Two options

Two options are chosen from:

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

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

### Course requirements

See the Legal Studies Stage 6 syllabus for information regarding course requirements.



## Mathematics Advanced BDC A

### Course description

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

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

### What students learn

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
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

### Year 11 course

The Mathematics Advanced Year 11 course content comprises five Topics, with the Topics divided into Subtopics.

#### Topic: Functions

- Working with Functions

#### Topic: Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

#### Topic: Calculus

- Introduction to Differentiation

#### Topic: Exponential and Logarithmic Functions

- Logarithms and Exponentials

#### Topic: Statistical Analysis

- Probability and Discrete Probability Distributions

### Year 12 course

The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic 'Financial Mathematics' in place of 'Exponential and Logarithmic Functions'.

#### Topic: Functions

- Graphing Techniques

#### Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

#### Topic: Calculus

- Differential Calculus
- The Second Derivative

- Integral Calculus

#### Topic: Financial Mathematics

- Modelling Financial Situations

#### Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables



## Mathematics Extension 1 BDC A

### Course description

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

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

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

### What students learn

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
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- 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 may involve mathematics and its applications in such areas as science, engineering, finance and economics.

### Year 11 course

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics.

#### Topic: Functions

- Further Work with Functions
- Polynomials

#### Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

### Year 12 course

The Mathematics Extension 1 Year 12 course content includes the Topics 'Trigonometric Functions' and 'Calculus' continued from Year 11 and introduces three different Topics.

#### Topic: Proof

- Proof by Mathematical Induction

#### Topic: Vectors

- Introduction to Vectors

#### Topic: Trigonometric Functions

- The Binomial Distribution

#### Topic: Calculus

- Rates of Change

#### Topic: Combinatorics

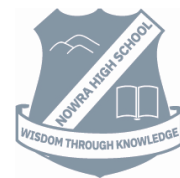
- Working with Combinatorics

- Trigonometric Equations

#### Topic: Calculus

- Further Calculus Skills
- Applications of Calculus

#### Topic: Statistical Analysis



## Mathematics Extension 2 BDC A

### YEAR 12 ONLY

#### Course description

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum.

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

#### What students learn

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

provides opportunities to develop 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

provides opportunities 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.

#### Year 12 course

The Mathematics Extension 2 course comprises five Topics, with the Topics divided into Subtopics.

##### Topic: Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

##### Topic: Vectors

- Further Work with Vectors

##### Topic: Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

##### Topic: Calculus

- Further Integration

##### Topic: Mechanics

- Applications of Calculus to Mechanics



## Mathematics Standard 1 BDC A

### Course description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.

### What students learn

The study of Mathematics Standard 1 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

### Year 11 course

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics.

#### Topic: Algebra

- Formulae and Equations
- Linear Relationships

#### Topic: Measurement

- Applications of Measurement
- Working with Time

### Year 12 course

The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic 'Networks'. The Topics and Subtopics are:

#### Topic: Algebra

- Types of Relationships

#### Topic: Measurement

- Right-angled Triangles
- Rates
- Scale Drawings

#### Topic: Financial Mathematics

#### Topic: Financial Mathematics

- Money Matters

#### Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

- Investment

- Depreciation and Loans

#### Topic: Statistical Analysis

- Further Statistical Analysis

#### Topic: Networks

- Networks and Paths



## Mathematics Standard 2 BDC A

### Course description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

### What students learn

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
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

### Year 11 course

The Mathematics Standard Year 11 course comprises four Topics, with the Topics divided into Subtopics.

#### Topic: Algebra

- Formulae and Equations
- Linear Relationships

#### Topic: Measurement

- Applications of Measurement
- Working with Time

#### Topic: Financial Mathematics

- Money Matters

#### Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

### Year 12 course

The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic 'Networks'.

#### Topic: Algebra

- Types of Relationships

#### Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

#### Topic: Financial Mathematics

- Investments and Loans
- Annuities

#### Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

#### Topic: Networks

- Network Concepts
- Critical Path Analysis



## Modern History BDC A

### Course description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study in peace and conflict, and one study of change in the modern world.

### What students learn

#### Year 11 course

The Year 11 course comprises three sections.

#### Investigating Modern History

- Students undertake at least ONE option from 'The Nature of Modern History', and at least TWO case studies.

#### Historical Investigation

##### The Shaping of the Modern World

- At least ONE study from 'The Shaping of the Modern World' is to be undertaken.

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

#### Year 12 course

The Year 12 course comprises four sections.

- Core Study: Power and Authority in the Modern World 1919–1946
- One 'National Studies' topic
- One 'Peace and Conflict' topic
- One 'Change in the Modern World' topic

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

### Course requirements

#### Year 11 course

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

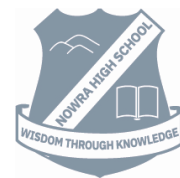
- One case study must be from Europe, North America or Australia, AND
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

#### Year 12 course

Students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.

See the Modern History Stage 6 syllabus for further information regarding course requirements.





## Music 1 BDC A

### Course description

While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

### What students learn

#### Preliminary course

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

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

#### HSC course

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

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

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

### Course requirements

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.



## Personal Development, Health and Physical Education BDC A

### Course description

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

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

### What students learn

Through the study of the PDHPE course, students learn to develop:

- values and attitudes that promote healthy and active lifestyles and communities
- knowledge and understanding of the factors that affect health
- capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis.

### Preliminary course

Core topics (60%)

- Better Health for Individuals (30%)
- The Body in Motion (30%)

Options component (40%). Students select TWO of the following options:

- First Aid (20%)
- Composition and Performance (20%)
- Fitness Choices (20%)
- Outdoor Recreation (20%)

### HSC course

Core topics (60%)

- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

Options component (40%). Students select TWO of the following options:

- The Health of Young People (20%)
- Sport and Physical Activity in Australian Society (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)

### Course requirements

The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options of which students are to study two.

The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two.



## Photography, Video and Digital Imaging BEC

### Course description

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

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

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

### What students learn

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

- Wet Photography
- Video
- Digital Imaging.

Modules include:

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

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

### Course requirements

Students are required to keep a diary throughout the course.



## Physics BDC A

### Course description

The Year 11 course develops students' 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 introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

### What students learn

#### Year 11 course

The Year 11 course consists of four modules:

**Module 1** Kinematics

**Module 2** Dynamics

**Module 3** Waves and Thermodynamics

**Module 4** Electricity and Magnetism

#### Year 12 course

The Year 12 course consists of four modules:

**Module 5** Advanced Mechanics

**Module 6** Electromagnetism

**Module 7** The Nature of Light

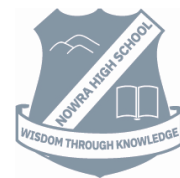
**Module 8** From the Universe to the Atom

### Course requirements

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

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

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



## Science Extension BDC A

### Course description

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

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

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

### What students learn

#### Year 12 course

The Year 12 course consists of four modules:

**Module 1** The Foundations of Scientific Thinking

**Module 2** The Scientific Research Proposal

**Module 3** The Data, Evidence and Decisions

**Module 4** The Scientific Research Report

### Course requirements

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

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

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

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



## Society and Culture BDC A

### Course description

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

### What students learn

#### Preliminary course

The Social and Cultural World: The interactions between persons and groups within societies

Personal and Social Identity: Socialisation and the development of personal and social identity in a variety of social and cultural settings

Intercultural Communication: How people in different social, cultural and environmental settings behave, communicate and perceive the world around them

#### HSC course

##### Core

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

##### Depth Studies

TWO to be chosen from:

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

##### Course requirements

Completion of the Personal Interest Project.

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



## Sport, Lifestyle and Recreation Studies BEC

### Course description

Students 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.

### What students learn

Through the study of Sport, Lifestyle and Recreations course, students learn to develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that affect quality of performance
- an ability to analyse and implement strategies to promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20–40 hours in duration) such as:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sports Applications
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sport
- Sports Administration
- Sports Coaching and Training

### Course requirements

The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component.

The time allocated to each optional module is flexible within the range of 20–40 hours depending on the number of units for the course and the way in which the course is delivered.

Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers should ensure, however, that the modules selected do not duplicate PDHPE modules.



## Studies of Religion BDC A

### Course description

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

### What students learn

#### Preliminary course

- Nature of Religion and Beliefs: The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Three Religious Traditions Depth Studies from Buddhism, Christianity, Hinduism, Islam, Judaism
  - Origins
  - Principal beliefs
  - Sacred texts and writings
  - Core ethical teachings
  - Personal devotion/expression of faith/observance.
- Religions of Ancient Origin: The response to the human search for ultimate meaning in TWO religions of ancient origin from:
  - Aztec or Inca or Mayan
  - Celtic
  - Nordic
  - Shinto
  - Taoism
  - an Indigenous religion from outside Australia
- Religion in Australia pre-1945: The arrival, establishment and development of religious traditions in Australia prior to 1945.

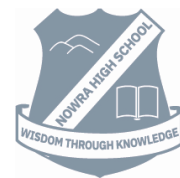
#### HSC course

- Religion and Belief Systems in Australia post-1945: Religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Three Religious Traditions Depth Studies from Buddhism, Christianity, Hinduism, Islam, Judaism
  - Significant people and ideas
  - A religious tradition's ethical teachings about bioethics or environmental ethics or sexual ethics
  - Significant practices in the life of adherents.
- Religion and peace
  - The distinctive response of religious traditions to the issue of peace
- Religion and Non-Religion: The human search for meaning through new religious expression Non-religious worldviews and the difference between religious and Non-religious worldviews.

### Course requirements

See the Studies of Religion Stage 6 syllabus for information regarding course requirements.





## Visual Arts BDC A

### Course description

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

### What students learn

#### Preliminary course

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.

Preliminary course learning opportunities focus on:

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

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.

#### HSC course

HSC course learning opportunities focus on:

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

### Course requirements

Preliminary course:

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

HSC course:

- development of a body of work and use of a process diary
- a minimum of five case studies (4–10 hours each)
- deeper and more complex investigations in artmaking, art criticism and art history.



## VOCATIONAL EDUCATION AND TRAINING

School VET (VET)

External VET (EVET)

VET Courses are Category B courses for the HSC. You may study more than one, however ONLY one of these courses can be counted in your ATAR. No student can be accepted into an EVET class in 2023 unless they have first filled out an application form which can be obtained from your Careers Adviser. Completed forms must be returned to the Careers Adviser by the end of Week 4, Term 3 2022. Offers into each course will be made in Term 4 2022.

### **2023 Internal VET Courses School based**

- Construction Pathways
- Hospitality
- Manufacturing and Engineering
- Retail Services

### **2023 External Evet Courses Non**

- Aeroskills
- Animal Care
- Automotive
- Aviation (cabin crew)
- Beauty Services (Make-up)
- Early Childhood Education and Care
- Electrotechnology
- Entertainment Industry
- Human Services: Allied Health Assistant
- Screen and Media

For further information regarding these courses please see the Careers Advisor, Ms Gough for the relevant information sheet.

## **What are VET courses?**

Vocational Education and Training (VET) courses are for everyone. It doesn't matter if you want to be a teacher, a lawyer, a chef or a mechanic, you can use the skills you learn in any career.

VET courses:

- are available to students in Years 11 and 12 as part of your HSC
- may contribute to your ATAR
- are taught by teachers at SCHOOL and at TAFE
- are designed for all students
- allow you to gain work related skills
- can give you a head start in a career with a nationally recognised qualification
- may provide you with advanced standing for TAFE or further education.

Nowra High School offers vocational education in the HSC through industry curriculum frameworks.

There are four frameworks presently available:

- Construction Pathways (Certificate II)
- Hospitality (Certificate II)
- Manufacturing and Engineering (Certificate III)
- Retail Services (Cert III)

Within each industry framework a number of courses are offered. A key feature of VET courses is that they include a mandatory work placement.

The school offers other Board endorsed VET courses (e.g., Sports Coaching Cert III) or non-framework courses. These may be counted towards your HSC but cannot be counted towards your ATAR.

### **In a VET course assessment is competency based.**

VET Frameworks are competency based courses. This requires students to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent, students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry.

### **Externally Based Assessment – Optional HSC Examination**

The Higher School Certificate examination for VET Courses will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from the core units of competency. The examination is independent of the competency based assessment undertaken during the course, is optional and has no impact on the eligibility of a student to receive Australian Qualification Framework recognition.

## **Work placement**

Work placement is mandatory if you study an industry curriculum course. When you decide on a vocational course your school will help you find an employer who will assist you to develop workplace skills. Unless you have a part-time traineeship, your work placement is NOT paid. In Year 11 you must complete, at least, 50% of the required work placement for your VET Course.

## **Australian Tertiary Admission Rank**

For the purposes of the Australian Tertiary Admission Rank (ATAR) vocational HSC courses are classified as Category B. Only 2 units (1 subject) of a Category B course can be used in the calculation of your ATAR. You can do more vocational HSC courses if you wish, but only two units will be counted towards your ATAR.

If you wish to use your HSC vocational course in the calculation of your ATAR, you will need to sit for an HSC examination. The mark from this examination may be used in the calculation of your ATAR.

## **Other University Recognition**

A number of universities have agreed to consider additional recognition of vocational HSC course achievements and this is currently being negotiated with them. For instance, they may allow two VET in Schools courses to be counted for university entrance. The Careers Adviser, Ms Gough, can assist you with advice.

## **VET Recognition**

You may use your school VET achievements in applying for other courses at TAFE or other Registered Training Organisations because vocational HSC courses are based on national Training Packages.

VET framework courses are offered by NHS, TAFE and private providers. All students can consider including at least one framework course in the range of courses they select for the Preliminary HSC year since VET courses can complement traditional courses and provide students with work related skills.

These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Most parts of these courses will be delivered by schools, while some more specialised units may be delivered by TAFE or other providers. After successful completion of the courses students are able to undertake Extension courses through TAFE or other providers.

## **School Based Part-time traineeships**

A part-time traineeship prepares you for a career in a particular industry. You receive a training wage while you learn skills on-the-job and do some further training off the job at school or at TAFE. You must sign a formal agreement for the traineeship. If you know what you want to do, a part-time traineeship can give you a real advantage when it comes to getting a job after the HSC.

### **What's in it for me?**

You can do a part-time traineeship while you are doing your HSC. Your traineeship course can count towards your HSC as well as towards a traineeship certificate. This means double credit. Depending on the availability of Traineeships in the local business community a variety of patterns of study are available to you. What choices do I have?

1. Part-time traineeship completed at the same time as your HSC (about 22 months)
  - You start at the beginning of year 11 and finish at the same time as your HSC
  - You would need to be on the job 12-14 hours per week and quite a lot of your school holidays and/ or at weekends.
2. Part-time traineeship completed in February following your HSC (about 24 months)
  - This allows you to start in Year 11 and complete your course before Uni or TAFE start in the year after your HSC.
  - This is a less intense program as you do quite a lot of on the job training after your HSC exams.
3. Part-time traineeship completed in June after your HSC (30 months)
  - This choice does not require as much work during the school holidays, just one day per week for 7 terms.
  - You can do 6 months fulltime after your HSC.
4. Part-time traineeship completed over a three year HSC
  - You decide to put together a 3 year HSC program and start the traineeship any time during the first year of the HSC.

This would see you working one day per week or less if you work some school holidays.

### **How do I get started?**

For more information on school based part-time traineeships see your Careers Adviser.



**2023 CONSTRUCTION COURSE DESCRIPTOR**  
**CPC20220 Certificate II in Construction Pathways + Statement of Attainment**  
**towards CPC20120 Certificate II in Construction**  
**Public Schools NSW Wagga Wagga, RTO 90333**

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

Course: **Construction**  
 Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total  
**Category B for Australian Tertiary Admission Rank(ATAR)**

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways, (Release 6) <https://training.gov.au/Training/Details/CPC20220> and the requirements for the Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20120> as outlined in the TAS.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Recommended Entry Requirements**

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.

**Units of Competency**

**Core Units**

<a href="#">CPCCWHS2001</a>	Apply WHS requirements, policies and procedures in the Construction Industry
<a href="#">CPCCOM1012</a>	Work effectively and sustainably in the Construction Industry
<a href="#">CPCCOM1013</a>	Plan and organise work
<a href="#">CPCCVE1011</a>	Undertake a basic construction project
<a href="#">CPCCOM1015</a>	Carry out measurement and calculations

**Refer to the TAS for the qualification packaging rules.**

**Elective Units**

<a href="#">CPCCCM1011</a>	Undertake basic estimation and costing
<a href="#">CPCCOM2001</a>	Read and interpret plans and specifications
<a href="#">CPCCCA2002</a>	Use carpentry tools and equipment
<a href="#">CPCCCA2011</a>	Handle carpentry materials
<a href="#">CPCCCM2006</a>	Apply basic levelling procedures
<a href="#">CPCCCM2005</a>	Use construction tools and equipment
<a href="#">CPCCWHS1001</a>	Prepare to work safely in the construction industry

**Delete two options not delivered before use and delete this row.**

**Option 1**

CPCCB2001 Handle and prepare bricklaying and blocklaying materials  
 CPCCB2002 Use bricklaying and blocklaying tools and equipment

**Option 2**

CPCWF2002 Use wall and floor tiling equipment  
 CPCCM2013 Undertake basic installation of wall tiles

**Option 3**

CPCJN2001 Assemble components  
 CPCJN3004 Manufacture and assemble joinery components

**White Card**

CPCWHS1001 - Prepare to work safely in the construction industry.  
**The General Construction Induction Training (White Card) will be delivered as part of this course.**

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.  
 A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.

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

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

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.</li> </ul> | <ul style="list-style-type: none"> <li>• This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.</li> </ul> |
|--|--|

**Examples of occupations in the construction industry:**

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites</li> </ul> | <ul style="list-style-type: none"> <li>• Carpentry</li> <li>• Joinery</li> </ul> | <ul style="list-style-type: none"> <li>• Bricklaying</li> <li>• builder's labourer.</li> </ul> |
|--|--|--|

**Mandatory HSC Course Requirements**

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

**External Assessment (optional HSC examination for ATAR purposes)**

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

**Competency-Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost: Preliminary - \$xxxx      HSC - \$xxxx**  
**School Specific equipment and associate requirements for students**

**Refunds**

Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy

A school-based traineeship is available in this course, CPC20220 Certificate II in Construction Pathways, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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

2023 Course Descriptor Construction Public Schools NSW Wagga Wagga, RTO 90333 V1.2 Updated March 2022 *Disclaimer: If you require accessible documents, please contact your VET coordinator for support*



Education

**2023 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTOR**  
**MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413**  
**Certificate II in Engineering Pathways**  
 Public Schools NSW, Wagga Wagga RTO 90333

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

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

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

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways <https://training.gov.au/Training/Details/MEM10119> and <https://training.gov.au/Training/Details/MEM20413> as outlined in the TAS.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Recommended Entry Requirements**

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

**Units of Competency****Core**

MEM13015 Work safely and effectively in manufacturing and engineering  
 MEMPE006A Undertake a basic engineering project  
 MEMPE005A Develop a career plan for the engineering and manufacturing industry

**Refer to the TAS for the qualification packaging rules.**

**Electives:**

MEM16006 Organise and communicate information  
 MEM11011 Undertake manual handling  
 MEM12024 Perform computations  
 MEM18001 Use hand tools  
 MEM18002 Use power tools/hand held operations  
 MEM16008 Interact with computing technology

	MEM07032	Use workshop machines for basic operations
	MEMPE001A	Use engineering workshop machines
	MEMPE002A	Use electric welding machines
	MEMPE004A	Use fabrication equipment

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

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

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

**Examples of occupations in the Manufacturing and Engineering industry:**

- fitter
- refrigeration and air conditioning mechanic
- toolmaker
- machinist
- maintenance fitter

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

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

**Competency-Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost: Preliminary - \$xxxx HSC - \$xxxx**  
**School Specific equipment and associate requirements for students**

**Refunds**


Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy

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

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

2023 Course Descriptor MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways Public Schools NSW, Wagga Wagga RTO 90333 V1.2 Updated March 2022

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

	<b>2023 HOSPITALITY COURSE DESCRIPTOR</b> <b>SIT20316 Certificate II in Hospitality</b> Public Schools NSW Wagga Wagga, RTO 90333
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time	
<b>Course: Hospitality</b> Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank(ATAR)
By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20316 Certificate II in Hospitality (Release 2) <a href="https://training.gov.au/Training/Details/SIT20316">https://training.gov.au/Training/Details/SIT20316</a> You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.	
<b>Recommended Entry Requirements</b>	



Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a hospitality environment. They should be able to use a personal digital device including a personal computer or laptop.

**Units of Competency**

<p><b>Core</b></p> <p>BSBWOR203 Work effectively with others</p> <p>SITXCOM002 Show social and cultural sensitivity</p> <p>SITXWHS001 Participate in safe work practices</p> <p>SITHIND002 Source and use information on the Hospitality Industry</p> <p>SITXCCS003 Interact with customers</p> <p>SITHIND003 Use hospitality skills effectively</p>	<p><b>Electives</b></p> <p>SITXFSA001 Use hygienic practices for food safety</p> <p>SITHFAB004 Prepare and serve non-alcoholic beverages</p> <p>SITHFAB005 Prepare and serve espresso coffee</p> <p>SITHFAB007 Serve food and beverage</p> <p>SITHCCC001 Use food preparation equipment</p> <p>SITXFSA002 Participate in safe food handling practices</p> <p>BSBSUS201 Participate in environmentally sustainable work practices</p> <p>BSBCMM201 Communicate in the workplace</p> <p><b>Refer to the TAS for the qualification packaging rules</b></p>
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Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

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

<p>Working within the hospitality industry involves</p> <ul style="list-style-type: none"> <li>▪ organising information and records in both paper and electronic forms</li> <li>▪ customer (client) service</li> </ul>	<ul style="list-style-type: none"> <li>▪ teamwork</li> <li>▪ using technologies</li> <li>▪ creating documents</li> </ul>
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**Examples of occupations in the hospitality industry:**

- café attendant
- catering assistant
- food and beverage attendant

**Mandatory HSC Course Requirements**  
 Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESAs.

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

**Competency-Based Assessment**  
 Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

**Appeals and Complaints**  
 Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

<p><b>Course Cost: Preliminary - \$xxxx HSC - \$xxxx</b>  <b>School Specific equipment and associate requirements for students</b></p>	<p><b>Refunds</b>          Refund Arrangements on a pro-rata basis.          Please refer to your school refund policy</p>
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A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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

2023 Course Descriptor SIT20316 Certificate II in Hospitality Public Schools NSW Wagga Wagga, RTO 90333 V1.2 Updated March 2022  
 Disclaimer: If you require accessible documents, please contact your VET coordinator for support

**2023 RETAIL SERVICES COURSE DESCRIPTOR****SIR30216 Certificate III in Retail**

Public Schools NSW Wagga Wagga, RTO 90333

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

Course: **Retail Services**  
Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total  
Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail (Release 4) <https://training.gov.au/training/details/sir30216>

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Recommended Entry Requirements**

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a retail environment. They should be able to use a personal digital device including a personal computer or laptop.

**Units of Competency****Core**

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

Refer to the TAS for the qualification packaging rules.

**Electives**

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

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

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

Working within the retail services industry involves

- engaging the customer
- maintaining daily store operations

- delivering on organisational expectations
- having a sound knowledge of product and service offerings.

**Examples of occupations in the retail services industry:**

- frontline sales assistant
- customer service representative
- shop assistant
- retail supervisor
- quick service restaurant assistant

**Mandatory HSC Course Requirements**

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

**External Assessment (optional HSC examination for ATAR purposes)**

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

**Competency-Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost: Preliminary - \$xxxx HSC - \$xxxx**  
**School Specific equipment and associate requirements for students**

**Refunds**

Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy

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

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

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

