

LEETON HIGH SCHOOL

2021

Subject Selection and Senior Course Outlines

Year 11



Contents

Information to parents	5
Advice for students choosing HSC courses	5
Meeting HSC eligibility requirements.....	6
Eligibility requirements for the HSC.....	6
Patterns of study for the HSC.....	6
Types of HSC courses	7
Board Developed Courses.....	7
Board Endorsed Courses.....	7
Special education (Life Skills).....	7
Vocational Education and Training (VET)	7
What are units?	7
Do you want to receive an ATAR?	8
If you do want an ATAR	8
If you do not want an ATAR.....	8
Course Selection	9
Selecting the right course	9
Changes of subject.....	9
Some considerations when choosing subjects	9
Other information for parents and students	10
What can you do?	11
Assessment and reporting	11
Information for Students Undertaking School Delivered VET Courses	12
VET courses at Leeton High School	15
Subjects offered at Leeton High School.....	15
Agriculture.....	16
Ancient History.....	17
Biology	18
Business Studies	19
Chemistry	20
Design and Technology.....	21
Drama.....	22

English Advanced.....	23
English Extension.....	24
English Standard.....	26
English Studies.....	27
Food Technology.....	29
Geography.....	30
History Extension.....	31
Industrial Technology.....	32
Investigating Science.....	33
Legal Studies.....	34
Mathematics Advanced.....	35
Mathematics Extension 1.....	36
Mathematics Extension 2.....	37
Mathematics Standard 1.....	38
Mathematics Standard 2.....	39
Modern History.....	40
Music 1.....	41
Personal Development, Health and Physical Education.....	42
Physics.....	43
Science Extension.....	44
Sport, Lifestyle and Recreation.....	46
Textiles and Design.....	47
Visual Arts.....	48
Work Studies.....	49
CPC20211 Certificate II in Construction Pathways.....	50
SIT20316 Certificate II in Hospitality.....	52
SIT20416 Certificate II in Kitchen Operations.....	54
Subject materials contribution.....	56
VET Enrolment form.....	57

Information to parents

In 2021, students in Year 11 will start their Higher School Certificate (HSC). The subjects offered are outlined in this booklet. Each student must select six (6) subjects and two (2) 'backup' subjects in order of preference. Next term students will make their online subject selections. Please take the time read this information booklet and to consider your choices carefully.

Students who intend on completing a Vocational Education and Training (VET) course not run at Leeton High School still need to select the minimum number (8) of courses offered at Leeton High School. There will be a place on the printed subject selection form to indicate if you intend to do a VET course.

There will be a window for subject selections early in Term 3. Once selections have been made, your selections are to be printed, signed by a parent or guardian and returned to the front office.

Subject selections will be processed on a 'first in best dressed' basis. Some subjects are likely to fill quickly, so please complete your selections and return your form promptly to avoid disappointment. This, however, does not guarantee that all subjects will run.

Advice for students choosing HSC courses

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

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

Meeting HSC eligibility requirements

Eligibility requirements for the HSC

To be eligible for the award of the HSC, students must:

- have gained the Record of School Achievement (RoSA) or such other qualifications as the NSW Education Standards Authority (NESA) considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have completed HSC: All My Own Work (or its equivalent);
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.
- meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the *HSC: All My Own Work* program or its equivalent.

Patterns of study for the HSC

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

Some courses have certain rules and prerequisites. For example, you can include English Studies in your 6 units of Board Developed Courses, but you can only count it as the 2 units of English that the University Admissions Centre (UAC) uses to calculate an Australian Tertiary Admission Rank (ATAR) if you sit the optional HSC examination.

There are also specific eligibility rules for some Languages courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your experience.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about eligibility, rules and prerequisites on the NESA website. (www.nesa.nsw.edu.au)

Types of HSC courses

Board Developed Courses

Board Developed Courses are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR. A list of all Board Developed Courses broken down by subject and individual course descriptions and are available on the NESA website.

Board Endorsed Courses

Board Endorsed Courses are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

Special education (Life Skills)

Special education (Life Skills) - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with your Year Adviser or Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

Vocational Education and Training (VET)

VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, all VET courses involve a minimum number of hours in the workplace.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results can also count towards your ATAR.

What are units?

All courses offered for the HSC have a unit value. Most courses are 2 unit. The following is a guideline to help you understand the pattern of courses.

2 UNIT COURSE - This is the basic structure for all courses. It has a value of 100 marks and 4 hours/week.

EXTENSION COURSE - Extension study is available in a number of subjects. Extension courses build on the content of the 2-unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2-unit course, extension courses are available in English, Mathematics, History, Music, some Languages, Science and VET. Undergraduate university courses will be available in some subjects.

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 the HSC course only.

It will occupy 2 hours of class time each week or 60 hours per year.

Do you want to receive an ATAR?

If you do want an ATAR

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

Courses completed must include at least three Board Developed Courses of two units or greater and at least four subjects.

Students will need to satisfactorily complete at least 10 units (including at least two units of English) of ATAR courses including at least eight units of Category A courses. Courses completed must include at least three Board Developed Courses of two units or greater and at least four subjects.

Your ATAR is based on the aggregate of scaled marks in 10 units of ATAR courses comprising:

- your best two units of English
- your best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included
- satisfactory completion of English
- accumulation of courses over a period of no more than five years
- the last satisfactory attempt of a repeated course.

If you enrol in a repeat course and subsequently withdraw, either officially by advising the Principal or NESAs, or unofficially by non-attendance at the appropriate examination, you will be considered as not having completed the course and it will be regarded as a non-satisfactory attempt – in this case the mark from your previous satisfactory attempt in the course will be available for inclusion in your ATAR.

Category B courses are all the VET courses.

If you do not want an ATAR

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

Course Selection

Selecting the right course

Course selection requires careful consideration. The school provides extensive counselling via the Careers Adviser, Head Teachers, Year Adviser and subject teachers. Course selection requires the involvement of parents/caregivers, student and teachers.

Academic demands are much greater in Years 11 and 12 than in the junior years and this factor should also be considered when selecting subjects. These academic demands include regular assignment and assessment work and consistent study if the student is to gain full benefit from the school.

The completion of Year 11 courses and award of the Higher School Certificate is contingent upon the attendance, conduct and progress of the candidate. The Principal will determine whether these have been satisfactory and will make recommendations to NESAs based upon advice from teaching staff.

Each HSC Course consists of a Year 11 and a Year 12 component. Students must complete the Year 11 component satisfactorily before commencing the Year 12 component.

Changes of subject

Once commenced it is very difficult to change courses. As a result, these must be carefully chosen. Changes may take place within the first six weeks of Term 1 2021 or at the Principal's discretion. Also, it is important to note that once course selections have been made by the student group as a whole for 2021, there will be no changes to the lines on which they appear.

Some considerations when choosing subjects

Some subjects assume a level of knowledge or competency and students should speak to the Head Teacher in charge of that subject for details. Students who have not successfully completed all of their Stage 5 courses can only enter Year 11 with the permission of the Principal.

In certain cases, some subjects are best studied in combination with other subjects e.g. students contemplating 2 Unit Physics should be considering a minimum of Mathematics Advanced.

The NEEDS, INTERESTS and ABILITIES of the student are the main criteria for subject choice.

Career, prerequisite and assumed knowledge criteria are of secondary importance. The rationale is that career choice and tertiary course selection should be also based primarily on the criteria of INTEREST and ABILITY. A student who is aiming for a course or career in an area they are either not interested in or do not have the ability to do, has a very high risk of failure.

Students are encouraged to maximise the number of units they study in a subject they are competent at and are interested in. Subject teacher advice should be taken into account in determining this.

Avoid involvement in “the scaling game”. Students are warned to avoid this practice. Myths abound on this subject, but it is possible for students to adversely affect the quality of the HSC by selecting subjects they think will be “scaled up”.

Reality in relation to future career and tertiary course aspirations is recommended. Sometimes parents/caregivers and/or students have unrealistic career goals. Consultation between parents/caregivers, student, teachers and/or the Careers Adviser is necessary.

Courses not available in the junior school can often be difficult for students to select because they are not certain of their content or level of difficulty. For example, Physics can often cause difficulties for students in the senior school. Competence in Mathematics is a good indicator of a student’s ability in Physics and the Year 10 Mathematics teacher’s advice should be sought as well as the Science teacher’s advice. In the case of other courses, the subject contact should be consulted.

A difficult situation may arise with the student who is well above average in all subjects and is interested in many subjects. If there are no specific career goals, the student may well be advised to include in their selection subjects from different disciplines (e.g. Science, Humanities) in order to keep tertiary and career options as broad as possible.

Other information for parents and students

A survey of young people indicated that their parents/caregivers were the strongest factor influencing them in choosing a career or job. The other significant influences were printed matter, talks and lectures, Career Reference Centres and friends. Being aware of the influences your children consider to be important may enable you to assist them to make a series of job or career decisions, based upon sound reasoning and factual information.

Although there is an increasing amount of assistance and advice being made available by community resources, such as schools and government departments, there is no substitute for what can be done in the family situation.

Choosing a career is not always an easy process and decision-making may be a new experience for a lot of young people.

Young people tend to worry about the complexity of the choice and there is a confusing array of occupations and training courses available to them.

In order to make informed decisions about work, young people should find out a lot about a wide range of jobs. Choosing a career involves developing an awareness of the occupations that exist and, gradually, learning more about some of these jobs and seeing how they suit one’s personal needs.

At the career planning stage, young people should be aware that there are quite a number of occupations that would suit one individual, and that, throughout their working life, they may change jobs or careers several times. It is, therefore, important to explore the full range of occupational alternatives that may be available, according to the individual’s interests, abilities and qualifications.

Both young people and parents/caregivers should take care in matching abilities and qualifications to suitable careers or jobs. Choosing unrealistic occupational goals will lead to frustration and confusion.

What can you do?

While your son or daughter must take the most active role in making this series of career decisions you can support and guide him or her in many ways.

- You should encourage thinking and the expansion of his or her range and knowledge of jobs.
- You should understand that the needs of a son or daughter can be different to parents'/caregivers' own needs. For a young person, variety and job satisfaction may be very important, while a parent might consider security or high wages to be very important.
- You should help your child explore jobs that he or she finds interesting.
- You should accept the fact that your child's needs, wants and desires may not be the same as your own. Encourage your child to do his or her own thinking but, at the same time, you can help your son or daughter see the many aspects of a particular job, the good points and the bad. Help them understand why some jobs are highly paid and others not and why some jobs are not as popular as others. You could help explain what employers expect in return for wages and conditions they give to workers.
- The school's Careers Adviser has a wealth of current information and expertise in offering students advice on career choices. Students and their parents should avail themselves of this service during this time.

Assessment and reporting

Reports will provide you with detailed descriptions of the knowledge, skills and understanding your student has attained in each subject.

Syllabuses, along with assessment and examination information and a performance scale, give a clear idea of the standards that are expected. They can be viewed on the NESA website. (www.nesa.nsw.edu.au)

School-based assessment tasks will contribute 50% of the HSC mark. Your school assessment mark will be based on performances in assessment tasks undertaken during the course. The other 50% will come from the HSC examination.

HSC marks for 2-unit courses will be reported on a scale of 0 to 100. If students achieve the minimum standard expected in a course they will receive a mark of 50.

There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 (Band 6) will correspond to the

highest level of achievement.

A detailed Assessment Policy booklet outlining the NESA and Leeton High School policies and procedures for assessment will be distributed to students by Week 3 of their first term in Year 11.

On satisfactory completion of the HSC students will receive a portfolio containing:

- **The HSC Testamur** - The official certificate confirming your achievement of all requirements for the award.
- **The RoSA** - This document lists the courses you have studied and reports the marks and bands you have achieved.
- **Course Reports** - For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. (A graph showing the state-wide distribution of marks in the course is also shown). Preliminary and HSC courses offered by Leeton High School for Year 11, 2021

Information for Students Undertaking School Delivered VET Courses

Wagga Wagga RTO 90333



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

General

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

Framework and Non-Framework Courses

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

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

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

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

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

Assessment Procedures

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

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

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

Optional External HSC Examination

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

Student Selection, enrolment and induction procedures

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

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

Fees and charges

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

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

Freedom of Information and Privacy

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Work Placement

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

School Based Apprenticeships and Traineeships (SBATs)

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

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

Becoming a School Based Apprentice or Trainee

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

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

Unique Student Identifier

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

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

Smart and Skilled

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

VET courses at Leeton High School

If you intend to do a VET courses taught at Leeton High School an enrolment form is to be completed and returned to the front office at the same time as your subject selection sheet. A VET enrolment form is included in the attachments

Subjects offered at Leeton High School

The following pages include a course description and course requirements for each of the courses offered at Leeton High School, including Board Developed and Board Endorsed Courses. There is additional information, including “What students learn”, for each subject on the NESA website.

Agriculture

Subject Contact: Mrs L Schmetzer

Board Developed Course

Course Number(s):

- 11010 Agriculture (2 units – Preliminary)
- 15010 Agriculture (2 units – HSC)

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.

Course requirements:

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

Ancient History

Subject Contact: Ms T Lourigan

Board Developed Course

Course Number(s):

- 11020 Ancient History (2 units – Year 11)
- 15020 Ancient History (2 units – Year 12)

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.

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

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

Biology

Subject Contact: Miss L Kenton

Board Developed Course

Course Number(s):

- 11030 Biology (2 units – Year 11)
- 15030 Biology (2 units – Year 12)

Pattern of study:

A student may count up to:

- Year 11: Six units of Science
- Year 12: Seven units of Science

to satisfy pattern of study requirements for the HSC.

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.

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

Subject Contact: Mr C Henderson

Board Developed Course

Course Number(s):

- 11020 Ancient History (2 units – Year 11)
- 15020 Ancient History (2 units – Year 12)

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.

Chemistry

Subject Contact: Miss L Kenton

Board Developed Course

Course Number(s):

- 11050 Chemistry (2 units – Year 11)
- 15050 Chemistry (2 units – Year 12)

Pattern of Study:

A student may count up to:

- Year 11: Six units of Science
- Year 12: Seven units of Science

to satisfy pattern of study requirements for the HSC.

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.

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.

Board Developed Course

Course No:

- 11080 Design and Technology (2 units – Preliminary)
- 15080 Design and Technology (2 units – HSC)

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.

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

Subject Contact: Mrs A Skewes

Board Developed Course

Course Number(s):

- 11090 Drama (2 units – Preliminary)
- 15090 Drama (2 units – HSC)

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.

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.

English Advanced

Subject Contact: Mrs A Skewes

Board Developed Course

Course Number(s):

- 11140 English Advanced (2 units – Year 11)
- 15140 English Advanced (2 units – Year 12)

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.

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

Subject Contact: Mrs A Skewes

Board Developed Course

Course Number(s):

- 11150 English Extension (1 unit – Year 11)
- 15160 English Extension 1 (1 unit – Year 12)
- 15170 English Extension 2 (1 unit – Year 12)

Prerequisites:

- 11150 English Extension (1 unit – Year 11) prerequisite for English Extension 1 in Year 12
- 15160 English Extension 1 (1 unit – Year 12) prerequisite for English Extension 2

Corequisites:

- 11140 English Advanced (2 units – Year 11)
- 15140 English Advanced (2 units – Year 12)

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.

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.

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.

English Extension Continued

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

English Extension 1

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

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

Subject Contact: Mrs A Skewes

Board Developed Course

Course Number(s):

- 11130 English Standard (2 units – Year 11)
- 15130 English Standard (2 units – Year 12)

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.

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

Subject Contact: Mrs A Skewes

Board Developed Course

Course Number(s):

- 30105 English Studies (2 units – Year 11)
- 15125 English Studies (2 units – Year 12)

Optional examination:

English Studies students who intend to undertake the optional HSC examination must also be enrolled in:

- 15126 English Studies (2 units – Year 12)

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.

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.

English Studies Continued

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.

Food Technology

Subject Contact: Mrs L Schmetzer

Board Developed Course

Course No:

- 11180 Food Technology (2 units – Preliminary)
- 15180 Food Technology (2 units – HSC)

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.

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.

Geography

Subject Contact: Mr C Henderson

Board Developed Course

Course No:

- 11190 Geography (2 units – Preliminary)
- 15190 Geography (2 units – HSC)

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.

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

Subject Contact: Miss J Northey
Ms T Lourigan

Board Developed Course

Course No:

- 15280 History Extension (1 unit – Year 12)

Prerequisites:

Either of the following is a prerequisite for entry into Year 12 History Extension:

- 11020 Ancient History (2 units – Year 11)
- 11270 Modern History (2 units – Year 11)

Corequisites:

Either of the following is a co-requisite for Year 12 History Extension:

- 15020 Ancient History (2 units – Year 12)
- 15270 Modern History (2 units – Year 12)

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.

Course Requirements:

The course requires students to undertake:

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

Industrial Technology

Subject Contact: Mrs L Schmetzer

Board Developed Course

Course No:

- 11200 Industrial Technology (2 units – Preliminary)
- 15200 Industrial Technology (2 units – HSC)

HSC focus area examination codes:

Students choose to study one focus area. The same area is to be studied in both the Preliminary and HSC courses.

816 Metal and Engineering Technologies

819 Timber Products and Furniture Technologies

Course Description:

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

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.

Investigating Science

Subject Contact: Miss L Kenton

Board Developed Course

Course No:

- 11215 Investigating Science (2 units – Year 11)
- 15215 Investigating Science (2 units – Year 12)

Pattern of study:

A student may count up to:

- Year 11: Six units of Science
- Year 12: Seven units of Science

to satisfy pattern of study requirements for the HSC.

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.

Completion of the Investigating Science course provides a very solid foundation for undertaking the Science Extension course in Year 12.

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

Subject Contact: Mr H Welsh

Board Developed Course

Course No:

- 11220 Legal Studies (2 units – Preliminary)
- 15220 Legal Studies (2 units – HSC)

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.

Mathematics Advanced

Subject Contact: Mr D Bush

Board Developed Course

Course No:

- 11255 Mathematics Advanced (2 units – Year 11)
- 15255 Mathematics Advanced (2 units – Year 12)

Prerequisites:

The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis

and at least some of the content from the following substrands of Stage 5.3:

- Non-linear relationships
- Properties of Geometrical Shapes.

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.

Mathematics Extension 1

Subject Contact: Mr D Bush

Board Developed Course

Course No:

- 11250 Year 11 Mathematics Extension (1 unit – Year 11)
- 15250 Year 12 Mathematics Extension 1 (1 unit – Year 12)

Prerequisites:

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

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry.

Corequisites:

- 11255 Mathematics Advanced (2 units – Year 11)
- 15255 Mathematics Advanced (2 units – Year 12)

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.

Mathematics Extension 2

Subject Contact: Mr D Bush

Board Developed Course

Course No:

- 15260 Year 12 Mathematics Extension 2 (1 unit – Year 12)

Prerequisites:

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

Corequisites:

- 11255 Mathematics Advanced (2 units – Year 11)
- 15255 Mathematics Advanced (2 units – Year 12)
- 11250 Mathematics Extension (1 unit – Year 11)
- 15250 Mathematics Extension 1 (1 unit – Year 12)

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.

Mathematics Standard 1

Subject Contact: Mr D Bush

Board Developed Course

Course No:

- 11236 Mathematics Standard (2 units – Year 11)
- 15231 Mathematics Standard 1 (2 units – Year 12)

Optional examination:

Mathematics Standard students who intend to undertake the optional HSC examination must also be enrolled in this course:

- 15232 Mathematics Standard 1 (2 units – Year 12)

Prerequisites:

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

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability.

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.

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.

Mathematics Standard 2

Subject Contact: Mr D Bush

Board Developed Course

Course No:

- 11236 Mathematics Standard (2 units – Year 11)
- 15236 Mathematics Standard 2 (2 units – Year 12)

Prerequisites:

The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability.

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.

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

Modern History

Subject Contact: Ms J Northey

Board Developed Course

Course No:

- 11270 Modern History (2 units – Year 11)
- 15270 Modern History (2 units – Year 12)

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.

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.

Music 1

Subject Contact: Mrs A Skewes

Board Developed Course

Course No:

- 11280 Music 1 (2 units – Preliminary)
- 15290 Music 1 (2 units – HSC)

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.

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

Subject Contact: Miss L Kenton

Board Developed Course

Course No:

- 11300 Personal Development, Health and Physical Education (2 units – Preliminary)
- 15320 Personal Development, Health and Physical Education (2 units – HSC)

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.

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.

Physics

Subject Contact: Miss L Kenton

Board Developed Course

Course No:

- 11310 Physics (2 units – Year 11/12)
- 15330 Physics (2 units – Year 11/12)

Pattern of Study:

A student may count up to:

- Year 11: Six units of Science
- Year 12: Seven units of Science

to satisfy pattern of study requirements for the HSC.

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.

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

Subject Contact: Miss L Kenton

Board Developed Course

Course No:

- 15345 Science Extension (1 unit – Year 12)

Prerequisites:

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

Corequisite:

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.

Pattern of study:

A student may count up to:

- Year 11: Six units of Science
- Year 12: Seven units of Science

to satisfy pattern of study requirements for the HSC.

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.

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. Investigating Science provides an excellent foundation knowledge of Science to complete Science Extension.

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 independently 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.

Science Extension Continued

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.

Sport, Lifestyle and Recreation

Subject Contact: Miss L Kenton

Content Endorsed Course

Course No:

- 35015 Sport, Lifestyle and Recreation Studies (2 units – Preliminary)
- 35017 Sport, Lifestyle and Recreation Studies (2 units – HSC)

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.

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.

Textiles and Design

Subject Contact: Mrs L Schmetzer

Board Developed Course

Course No:

- 11370 Textiles and Design (2 units – Preliminary)
- 15390 Textiles and Design (2 units – HSC)

Course Description

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile, Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item(s).

Course requirements

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study of Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textile, Clothing, Footwear and Allied Industries.

Visual Arts

Subject Contact: Mrs A Skewes

Board Developed Course

Course No:

- 11380 Visual Arts (2 units – Preliminary)
- 15400 Visual Arts (2 units – HSC)

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.

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.

Work Studies

Subject Contact: Mrs L Schmetzer

Content Endorsed Course

Course No:

- 35201 Work Studies (2 units – Preliminary)
- 35203 Work Studies (2 units – HSC)

Course Description:

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

The Work Studies course assists students to:

- recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- develop an understanding of the changing nature of work and the implications for individuals and society
- undertake work placement to allow for the development of specific job-related skills
- acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.



CPC20211 Certificate II in Construction Pathways

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

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

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

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

Core Units of Competency

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

Elective Units of Competency

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

Options: To gain the qualification and be eligible for the HSC, Option1 must be completed.

Option 1

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

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

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

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

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

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

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

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

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

Resources costs: \$100 for white card. Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: on the timetable (1-hour sessions)

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

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



SIT20316 Certificate II in Hospitality

Entry Requirements:

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

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

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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

Course Description: This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. Students work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge. This qualification provides a pathway to work in various hospitality settings including restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.

Core Units of Competency

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

Elective Units of Competency

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

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

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

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

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

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

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

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

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

Resources costs: \$50 per term. Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: on the timetable (1-hour sessions)

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

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



SIT20416 Certificate II in Kitchen Operations

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

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

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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

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

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

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

Core Units of Competency

- BSBWOR203 Work effectively with others
- SITHCCC001 Use food preparation equipment
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHCCC011 Use cookery skills effectively
- SITHKOP001 Clean kitchen premises and equipment
- SITXFSA001 Use hygienic practices for food safety
- SITXINV002 Maintain the quality of perishable items
- SITXWHS001 Participate in safe work practices

Elective Units of Competency

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

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

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

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

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

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

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

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

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

Resources costs: \$50 per term Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: on the timetable (1-hour sessions)

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

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

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

Subject materials contribution

Students undertaking practical subjects utilize materials, which are heavily supported by the payment of a Subject Materials Contribution. Where this contribution is not paid, students will only be provided with the materials necessary to fulfil the minimum requirements of the curriculum.

Whilst the payment is voluntary, students undertaking options beyond those minimum requirements, including larger size works, must have paid the contribution.

Year 11	Cost
Agriculture	\$5.00
Design and Technology*	\$15.00
Drama	\$20.00
Food Technology*	\$10.00
Hospitality (\$50 per Term)	\$200.00
Industrial Technology	\$40.00
Music	\$25.00
Textiles Technology*	\$10.00
Visual Arts	\$22.00
Year 12	
Agriculture	\$5.00
Design and Technology*	\$15.00
Drama	\$25.00
Food Technology*	\$5.00
Hospitality (\$50 per Term)	\$150.00
Industrial Technology	\$20.00
Music	\$25.00
Textiles Technology*	\$10.00
Visual Arts	\$22.00

- *Students to supply own ingredients/materials*

Public Schools NSW, Wagga Wagga. RTO 90333

VET Enrolment form

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

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

Privacy Notice

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

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

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

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

Study reason

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

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

Personal details**Full Name** _____**Date of Birth** ___ / ___ / _____**If you have a disability, impairment or long-term condition ensure your school is informed.**

Delivery details This qualification will be delivered at school over one or two years.**Unique Student Identifier (USI)**

Detailed course information is provided on each Course Information Sheet.

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

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

--	--	--	--	--	--	--	--	--	--

Training Product (Qualification) Details

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

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

- CPC20211 Certificate II in Construction Pathways
- SIT20316 Certificate II in Hospitality
- SIT20416 Certificate II in Kitchen Operations

Fees and refunds

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

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

STUDENT NAME:

PARENT NAME: PARENT SIGNATURE:

DATE

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

For specific RTO procedures please contact your VET coordinator.