



# HSC Course Information Handbook 2018-2019

Barham High School



Enabling students to successfully transition to future learning and employment  
Rel. Principal: Brendan Yu

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## Principal's Message

Studying for the HSC can seem to be a daunting task. Everything seems to have a greater degree of difficulty and there is a significant need for students to exhibit self-motivation. Recognising this at the start is important so that decisions are made by both students and parents with a clear knowledge of expected workloads and course requirements.

This book is designed to give you the bulk of the information you need to make these important decisions.

If you need further information, please don't hesitate to contact me at the school.

The information is organised into four sections:

1. general information about the HSC
2. guidelines for the calculation of the ATAR (Australian Tertiary Admission Rank)
3. subjects offered by Barham High School
4. guidance and planning information to choose an appropriate pattern of study

When selecting courses, students need to be fully aware of the requirements necessary to succeed in each course by talking to the relevant staff at school. Students have access to the school's Careers Adviser who can assist in choosing courses that will suit vocational areas or further study at tertiary institutions, including TAFE.

I urge each of you to be realistic in your choices and be aware that the assessment program is designed to measure student performance against performance standards in each course. To be successful, students must make a serious attempt at all class work, complete all assessments to the best of their ability and have an effective home study program for the two years.

Please consider your options carefully and remember that the ATAR is a measure to assist the universities to select students for their courses. If you do not wish to study at a tertiary institution then the ATAR rules should not be a consideration.

The last two years of secondary schooling will be a very rewarding time for each of you - make the most of your opportunities.

*Brendan Yu*

**Relieving Principal**

## Information about the HSC

### General Information

This is your introduction to the HSC and the many options now available to you.

There are significant changes to previous years with new syllabuses for Stage 6 (11-12) English, Mathematics, Science and History and changes to assessment practices. Detailed information about these changes is found in the **New Stage 6 Syllabuses and Assessment from 2018 Parent Guide** which accompanies this Handbook.

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.

Courses are linked to further education and training.

- Extension courses enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training (VET) courses count towards the HSC and also lead to qualifications recognised across a range of industries.

The HSC includes life skills courses for students with special education needs. The details of these courses are not present in this Handbook – students who may need to follow this course of study will need to meet with Mr Yu to discuss these options.

The HSC fairly assesses each student's knowledge and skills.

For each course you will receive easy-to-understand reports which provide clear indications of what you have demonstrated you know, understand and can do in each course.

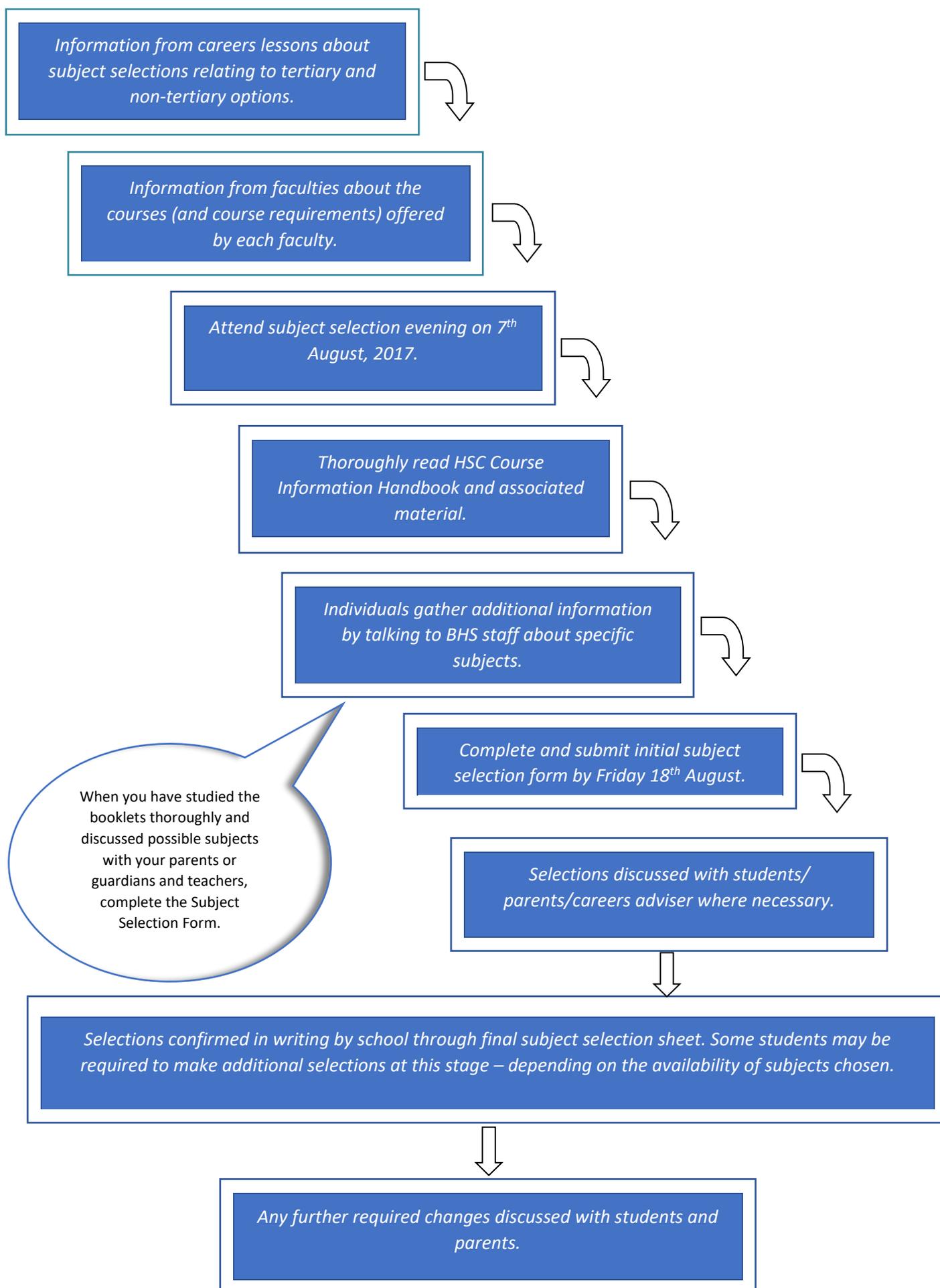
### Support during the selection process

The members of staff involved in the selection process, available to answer any questions you may have at any stage, include:

- Mr Brendan Yu (Relieving Principal)
- Mr Ian McConnell (Deputy Principal – Curriculum Co-ordinator)
- Mrs Mandy McConnell (Careers Adviser)
- Mrs Nicole Ryan (Year Adviser)
- Head Teachers with specific subject responsibility.

Please contact the school to arrange an appropriate time to meet with any of these members of staff.

## Subject Selection Process



## HSC Course Structure

- All courses in the HSC have a **unit value**
- Most courses are **2 units** which equates to **120 hours** of study and an HSC result out of **100**
- Some courses are **1 unit**. This is equivalent to **60 hours** of study and a HSC result out of **50**
- Many 1 unit courses are **extension** courses, enabling 3 or 4 units of a course to be studied

## Requirements for the HSC

### Year 11

- Minimum of **12 units**
- Students must satisfactorily **complete** the Year 11 course before commencing the corresponding Year 12 course

### Year 12

- Minimum of **10 units**

### Both the Year 11 and Year 12 pattern of study must include:

- 2 units of **compulsory English**
- at least **6 units** of Board Developed Courses
- at least **3 courses** of **2 units** value or greater
- at least **4 subjects** (including English)
- a maximum of **6 units** of Science may be included in the Year 11 pattern of study

From 2019, a maximum of **7 units** of science may be included in the Year 12 pattern of study.

## Course Categories

### Board Developed Courses (BDCs)

Board Developed Courses are courses developed by the Board of Studies NSW. To gain detailed information on each of these courses you can view current syllabus documents on the Board's website at:

[www.boardofstudies.nsw.edu.au/syllabus\\_hsc/index.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/index.html)

### Types of HSC Courses

Board Developed Courses	Board Endorsed Courses
<b>HSC examination (except for optional examination in English Studies and Mathematics Standard 1; and all Life Skills courses)</b>	No HSC examination (school-based assessment only)
<b>May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR)</b>	Not included in the calculation of a student's Australian Tertiary Admission Rank (ATAR)
<b>Includes some Vocational Education and Training (VET) courses</b>	Includes some Vocational Education and Training (VET) courses
<b>Includes Life Skills courses</b>	

**Board Developed Courses** are developed by NESA and all students in the state study the same course content and complete the same HSC examination. These courses may contribute to the calculation of a student's ATAR. Life Skills Courses do not have an examination and are not included in the calculation of an ATAR.

**Board Endorsed Courses** have syllabuses endorsed by NESA to cater for a wide candidature in areas of specific need not served by Board Developed Courses. These courses may offer an alternative career path for students. BECs cover a range of subjects including Content Endorsed Courses (**CECs**) and Board Endorsed Vocational Education Courses (**BEC VET**) that can be delivered both at school and at TAFE. Examples of CECs include Photography, Video and Digital Imaging; and Sport, Lifestyle and Recreation Studies (SLR). These subjects contribute to the HSC but **do not** contribute to the calculation of the ATAR.

To gain detailed information on each of these courses you can view current syllabus documents on the Board's website at:

[www.boardofstudies.nsw.edu.au/syllabus\\_hsc/index.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/index.html)

## HSC Board Developed Courses (BDCs)

The Universities categorise Board Developed Courses as either Category A or Category B. This is important to note when selecting courses for ATAR calculation.

### Board Developed Courses and the ATAR

Category A Courses	Category B Courses
<b>May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR)</b>	No more than 2 units of Category B courses can be included in the calculation of a student's ATAR
<b>Compulsory HSC Examination for most courses</b>	Optional HSC examination for some courses
	Included VET Curriculum Framework courses, which have compulsory work placement

It is the responsibility of the Universities Admission Centre (UAC) to determine if a course can be included in the calculation of the ATAR.

**Category A Courses** have academic rigour and depth of knowledge to provide background for tertiary studies. Examples are Biology, PDHPE and Legal Studies.

**Category B Courses** – no more than two units of category B courses can be included in the ATAR calculation. Examples include the VET courses, Hospitality, Construction, Metal and Engineering, and Primary Industries, as well as English Studies and Mathematics Standard 1.

### Vocational Education and Training (VET) Industry Curriculum Framework Courses

VET Courses have been developed with the co-operation of industry to develop industry relevant course content that is competency assessment based. They provide nationally recognised qualifications - which are recognised Australia-wide (AQF – Australian Qualifications Framework) and can provide direct access to employment and further training.

Students must meet both the vocational requirements as specified by the relevant Training Package as well as the NESA syllabus requirements in order to be awarded the appropriate AQF Certificate and for the units to be recognised for the HSC.

All VET courses that are delivered at Barham High can count towards both HSC and ATAR. However, if you want a VET course to count towards your ATAR, you must sit for the HSC examination. Part of NESA requirement is that students complete 70 hours mandatory work placement for a 240 hour course. Courses can be delivered by a range of providers including schools, TAFEs and other registered training organisations.

**Note:** Only one VET course can count towards the calculation of an ATAR, if the optional examination is completed.

## Courses Offered

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
<b>Ancient History</b>	Ancient History	-	HSC History Extension
<b>Biology</b>	Biology	-	HSC Science Extension
<b>Business Studies</b>	Business Studies	-	-
<b>Chemistry</b>	Chemistry	-	HSC Science Extension
<b>English</b>	English Studies or English Standard or English Advanced	English Extension	HSC English Extension 1 HSC English Extension 2
<b>Geography</b>	Geography	-	-
<b>Industrial Technology</b>	Industrial Technology	-	-
<b>Investigating Science</b>	Investigating Science	-	-
<b>Legal Studies</b>	Legal Studies	-	-
<b>Mathematics</b>	Mathematics Standard or Mathematics	Mathematics Extension	HSC Mathematics Extension 1 HSC Mathematics Extension 2
<b>Modern History</b>	Modern History	-	HSC History Extension
<b>Music</b>	Music 1		
<b>PDHPE</b>	Personal Development, Health, Physical Education	-	-
<b>Physics</b>	Physics	-	HSC Science Extension
<b>Society &amp; Culture</b>	Society & Culture	-	-
<b>Visual Arts</b>	Visual Arts	-	-

## Category B courses

In 2018 the Category B courses are:

Construction Examination  
Hospitality Examination  
English Studies

Metal and Engineering Examination  
Primary Industries Examination  
Mathematics Standard 1

***Note: BHS may not offer all of these subjects in 2018/19***

Additional information about courses and the new HSC is available on the Board of Studies Website:

<http://www.boardofstudies.nsw.edu.au>

## HSC Course Notes

These notes and footnotes refer to the list of courses on the previous page

- English is mandatory for the HSC.
- English Studies and Mathematics Standard 1 are Category B Board Developed Courses with an optional HSC examination. Students who choose English Studies and/or Mathematics Standard 1, but wish to receive an ATAR, must undertake the optional examination.
- All students studying Mathematics Standard 2 will sit for an HSC examination.
- Preliminary English and Mathematics Extension courses are prerequisite for entry to HSC English and Mathematics Extension courses.
- You must do Advanced English in order to do English Extension. You must study English Extension 1 in order to do English Extension 2.
- Mathematics Extension in year 11 must be studied with Mathematics.
- Mathematics Extension 1 in year 12 must be studied with Mathematics and Mathematics Extension 2 in year 12 must be studied with Mathematics Extension 1.
- Extension courses are not separate subjects, eg Advanced English (2 units) + Extension 1 (1 unit) + Extension 2 (1 unit) = 4 units but only 1 subject.
- At most 6 units of courses in Science can be included in the pattern of study for Year 11. However, from 2019 Year 12, this increases to 7 units of Science, to allow for the study of Science Extension.
- Investigating Science is a new Stage 6 course. It may be studied with other Year 11 and Year 12 Science courses.
- Senior Science is no longer offered.
- Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History (NB there is no guarantee both Modern and Ancient History can run in 2018).

A number of subjects include a requirement for the development of project work for either internal or external assessment – for example, Visual Arts, Society and Culture, Industrial Technology and others. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

## HSC Eligibility

To qualify for the Higher School Certificate students must satisfactorily complete:

- a minimum 12 Units of study in Year 11 (students must satisfactorily complete the year 11 course before commencing the corresponding Year 12 course)
- At least 10 Units of study in Year 12.

Both patterns must include:

- At least **six units** from Board Developed Courses
- At least **two units** of a Board Developed Course in English (*This includes English Studies*)
- At least **three courses of two units** value or greater
- At least **four subjects** (including English)
- A maximum of **6 units** of Science in the Year 11 pattern of study
- From 2019, a maximum of **7 units** of Science may be included in the Year 12 pattern of study.

**Further information is available at:**

<http://www.boardofstudies.nsw.edu.au/manuals/#studying-hsc>

## SATISFACTORY COMPLETION OF A COURSE

Students must:

- **follow the course** developed or endorsed by NESA
- **apply themselves** with diligence and sustained effort to the set tasks and experience provided in the course by the school, and
- **achieve** some or all of the course outcomes

VET Board Developed courses require students to complete mandatory work placement.

## ADDITIONAL COMPLETION REQUIREMENTS FOR HSC COURSES

Students must:

- complete HSC assessment tasks that contribute in **excess of 50 per cent** of available marks in courses where internal assessment marks are submitted, and
- sit for and make a serious attempt at any requisite Higher School Certificate examinations for a course.

## HSC: All My Own Work

- HSC: All My Own Work is a mandatory program designed to help HSC students to follow the principles and practices of good scholarship.
- It consists of five modules
  - Scholarship principles and practices
  - Acknowledging sources
  - Plagiarism
  - Copyright
  - Working with others

Students must complete HSC: All My Own Work or its equivalent before they can be enrolled for any Year 11 or Year 12 course with NESA via Schools Online.

The HSC: All My Own Work program is integrated with other NSW syllabuses and programs.

The program is designed to be delivered flexibly as self-paced learning modules.

The program is available on the NESA Website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

## Record of School Achievement

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. It records completed Stage 5 and Preliminary Stage 6 courses and grades, participation in any uncompleted Year 11 or Year 12 Stage 6 courses and any Year 12 results for students who have not completed their HSC.

The RoSA is of specific use to students leaving school prior to the HSC.

## Assessment and Reporting

- The HSC reports provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers are provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The HSC syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- School-based assessment tasks make up 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- The HSC mark for a VET course comes entirely from the optional HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 1 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you 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 will correspond to the highest level of achievement.

## On satisfactory completion of your HSC you will receive a portfolio containing:

- The HSC Testamur  
*This is the official certificate confirming your achievement of all requirements for the HSC.*
- The Record of Achievement  
*This document lists the courses you have studied and reports the marks and bands you have achieved.*  
*The Higher School Certificate (HSC) Record of Achievement (RoA) will include students' Year 11 (Preliminary Stage 6) grades and, if applicable, Year 10 (Stage 5) grades.*  
*This provides formal recognition of students' senior secondary school achievements.*  
*Stage 6 HSC results, Stage 6 Preliminary results and, if applicable, Stage 5 results will appear on separate pages.*
- Course Reports  
*For every HSC Board-Developed Course - except VET courses - 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.*
- AQF VET Certificate  
*This certificate is awarded to students in Vocational Education and Training (VET) courses who successfully complete all requirements of an Australian Qualifications Framework (AQF) VET Certificate.*
- VET Statement of Attainment  
*A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate.*
- Life Skills Profile of Student Achievement  
*Where students satisfactorily complete a Life Skills course, the course is listed on the Record of Achievement with the annotation 'Refer to Profile of Student Achievement'. The Profile of Student Achievement provides details of the specific Life Skills syllabus outcomes achieved.*

## Australian Tertiary Admission Rank (ATAR) Eligibility

This is a brief summary of information about the ATAR. Further detail about the ATAR is available at: <http://www.uac.edu.au>

### Eligibility for an ATAR in NSW

To be eligible for an ATAR a student **must have** satisfactorily completed at least 10 units of ATAR courses, which included at least:

- eight units of Category A courses
- two units of English (*Note: Students who complete the English Studies Course must undertake the optional HSC examination to be eligible for an ATAR*)
- three courses of two units or greater
- four subjects

For a VET course to be included in the 10 units of Board Developed Courses, a student **must** sit for the written HSC examination.

English Studies and Mathematics Standard 1 are Category B Board Developed Courses with an optional HSC examination. Students who choose English Studies and/or Mathematics Standard 1, but wish to receive an ATAR, **must** undertake the optional examination.

English Studies students who want an ATAR will need to be mindful that only 2 units of Category B courses can be included and at least 2 units of English must be included in the ATAR calculation. Hence they will not be able to include any other Category B units and will need at least 8 units of Category A courses.

Board Endorsed Courses (SLR and Photo Dig) do not contribute to the ATAR.

### Calculating the ATAR in NSW

The ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- the best two units of English
- the best eight units from the remaining units, which can include **up to two units of Category B courses**

Marks to be included in the ATAR calculations can be accumulated over a five year period, but if a course is repeated only the last satisfactory attempt is used in the calculation of the ATAR. For students accumulating courses towards their HSC, scaled marks are calculated the year the courses are completed.

### Categorising ATAR courses

ATAR courses are assessed by formal examinations conducted by the Board and are deemed by the Committee of Chairs to have sufficient academic rigour to be useful as preparation for university study.

ATAR courses are classified as either Category A or Category B courses. The criteria for Category A courses are academic rigour, depth of knowledge, the degree to which the course contributes to assumed knowledge for tertiary studies and the coherence with other courses included in the ATAR calculations. Category B courses are those whose level of cognitive and performance demands are not regarded as satisfactory in themselves, but their contribution to a selection index is regarded as adequate if the other courses included in the aggregate are more academically demanding.

All ATAR courses are reviewed on a regular basis by the Committee of Chairs and the categorisations can change over time. Current details can be found on UAC's website at [www.uac.edu.au](http://www.uac.edu.au)

## How do I get a good ATAR?

The following advice is provided by Universities Admission Centre (UAC):

- Choose courses that:
  - you are interested in, good at and which lay a foundation for your future plans
  - will be useful/relevant for what you want to do-make the link between your choice now and where you want to go after year 12.
- Work hard
- Have a life
- Ignore the ATAR and rumours about it. Choose course best suited to your ability. Don't choose courses because of scaling or because you think they will give you a better ATAR.

The ATAR is a rank, not a mark, where your performance is being compared against everyone else's. The only thing you can control is how well **you** do.

Depending on what you study, marks around 70 in the HSC could lead to an ATAR in the 50's, while marks closer to 80 could lead to an ATAR of 80. This is because most students have marks between 70 and 80 so when you are ranked that group really spreads out.

If you are getting marks in the 70's do whatever you can to get closer to 80; it can make a big difference to your ATAR.

### Assumed Knowledge and Prerequisites

- Besides the simple requirements about English and the number and type of units you must complete for the HSC (see Eligibility for an ATAR in NSW above) there are also university prerequisites and assumed knowledge considerations. These terms are different. Assumed knowledge is not a formal barrier to entry. Assumed knowledge for course entry is in terms of HSC subjects being the academic starting point or foundation for their courses. Assumed knowledge should be regarded as a requirement for entry. A prerequisite subject must be studied before entry to some courses at some institutions. For instance, Chemistry is a prerequisite for Pharmacy at LaTrobe, RMIT and Monash universities but it is listed as assumed knowledge for Pharmacy at CSU.
- Whether it is a prerequisite or assumed knowledge, your subject choices for your HSC determine the university, pathway and other courses that you are prepared for, as well as the ones that may be inappropriate for you and in which you may struggle to cope.

### Choosing a Program of Study

Students are free to choose, from those available, the subjects and courses which may enhance their career prospects. The subjects which actually run in year 11 will depend on:

- a) Student choices - a viable number of students must wish to do a course; and
- b) Staff availability - there must be staff qualified to teach the subject available.
- c) A line structure that suits most students.

At this stage, you might find yourself in one of the three following situations:

- a) You know exactly what career you want when you finish the HSC;
- b) You know that the job you want requires a tertiary education;
- c) You are unsure of your future plans.

The method of subject selection will depend on which situation you are in at present, however, the most important overall consideration for subject selection is common to all three situations.

## THE MOST IMPORTANT CONSIDERATION IN SUBJECT SELECTION IS THE PROBABILITY OF SUCCESS

You should only consider subjects in which you feel you can succeed. Your academic achievement in the junior school, along with discussions with your teachers, should provide you with a reasonable indication of your likely success in particular subjects.

If you know exactly what career you want to enter when you complete the HSC you should check with employers in that field, and with your careers adviser, to see which subjects are considered appropriate background for that career.

You should also consider strongly subjects that interest you and construct your program accordingly. Remember, however, that you must succeed in these subjects to derive any benefit from your Senior years - so do not forget to consider your probability of success.

Consider carefully whether you have the ability to reach the level required for whatever career you have in mind at the moment. Remember that competition for places in tertiary institutions is becoming harder and harder each year. Make sure you have set yourself a realistic goal. Think about other alternatives that you may wish to pursue if you don't reach your primary objective.

If you know that your future career requires a tertiary course you should check with Mrs McConnell to see where the appropriate courses are available and what subjects are prerequisites for these courses. Then choose your program of study with these and the other considerations noted above in mind.

If you are unsure of your future plans you must attempt to keep as many options open as possible. Selecting subjects you are most interested in and feel most confident about would be a good approach.

When considering a tertiary career, you should keep in mind that there are no magic courses that always give better marks than others. If you are not good at Science then you won't get a good mark by doing Physics and Chemistry.

To maximise your ATAR you should choose the subjects you are most likely to succeed in.

Students should not limit their future study aspirations to Universities. Colleges of TAFE, for instance, provide excellent courses in a wide range of areas.

Students should be aware that some HSC courses may be used to obtain Credit Transfer towards certain TAFE courses.

## Subject Fees - HSC Courses

### General Contribution

Currently \$86. May be adjusted early in 2018

### Construction (VET)

\$60 each year

### Hospitality (VET)

Course fee to cover consumables used in practical lessons:

\$120 each year

In addition to this, students will need to hire a uniform and a toolbox.  
The toolbox contains specialist knives and kitchen utensils.

The cost of these items will be:

Uniform & Toolbox: \$20 per year

### Metal and Engineering (VET)

\$80 each year

### Photography, Video and Digital Imaging

\$65 each year

### Primary Industries (VET)

\$30 each year

### Visual Arts

\$55 each year

### Industrial Technology - Timber

\$80 each year

<b>Table of contents</b>	<b>Units</b>	<b>Category A</b>	<b>Category B</b>	<b>Contributes to ATAR</b>	<b>Page Number</b>
<b>Board Developed Courses</b>					
<b>Biology</b>	2	✓		✓	20
<b>Business Studies</b>	2	✓		✓	21
<b>Chemistry</b>	2	✓		✓	22
<b>English Advanced</b>	2	✓		✓	23
<b>English Standard</b>	2	✓		✓	24
<b>English Studies</b>	2		✓	✓	25 – 26
<b>English Extension 1 &amp; 2</b>	1	✓		✓	27 – 28
<b>Geography</b>	2	✓		✓	29
<b>History – Ancient</b>	2	✓		✓	30
<b>History – Modern</b>	2	✓		✓	31
<b>Industrial Technology</b>	2	✓		✓	32
<b>Investigating Science</b>	2	✓		✓	33
<b>Legal Studies</b>	2	✓		✓	34
<b>Mathematics – Standard 1</b>	2		✓	✓	36
<b>Mathematics – Standard 2</b>	2	✓		✓	37
<b>Mathematics</b>	2	✓		✓	38
<b>Mathematics Extension 1</b>	1	✓		✓	39
<b>Mathematics Extension 2</b>	1	✓		✓	40
<b>Music 1</b>	2	✓		✓	41
<b>Personal Development, Health &amp; Physical Education</b>	2	✓		✓	42
<b>Physics</b>	2	✓		✓	43
<b>Society &amp; Culture</b>	2	✓		✓	44
<b>Visual Arts</b>	2	✓		✓	45
<b>Content Endorsed Courses</b>					
<b>Photography, Video and Digital Imaging</b>	2				46
<b>Sport, Lifestyle and Recreation Studies</b>	2				47
<b>VET Courses – Industry Based Learning</b>					
<b>Construction</b>	2		✓	✓ Only 2 units can contribute	50
<b>Hospitality</b>	2		✓		51
<b>Metal and Engineering</b>	2		✓		52
<b>Primary Industries</b>	2		✓		53

<b>Course: Biology</b>		<b>Course No: TBA</b>	
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>		<b>Exclusions: NIL</b>	
<b>Course Description</b>			
<p>The Preliminary course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.</p> <p>The HSC course builds upon the Preliminary course. It investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.</p>			
<b>Content</b>			
<b>Year 11 Preliminary</b>		<b>Year 12 HSC Course</b>	
Cells as the Basis of Life		Heredity	
Organisation of Living Things		Genetic Change	
Biological Diversity		Infectious Disease	
Ecosystem Dynamics		Non-infectious Disease and Disorders	
<b>Course Requirements</b>			
<p>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.</p> <p>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.</p> <p>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.</p> <p>Fieldwork is also mandated.</p>			

<b>Course: Business Studies</b>		<b>Course No: 15040</b>	
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>		<b>Exclusions: NIL</b>	
<b>Course Description</b>			
<p>Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>			
<b>Content</b>			
<b>Year 11 Preliminary</b>		<b>Year 12 HSC Course</b>	
Nature of business (20%)		Operations (25%)	
Business management (40%)		Marketing (25%)	
Business planning (40%)		Finance (25%)	
		Human Resources (25%)	

<b>Course: Chemistry</b>		<b>Course No: TBA</b>
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>		<b>Exclusions: NIL</b>
<b>Course Description</b>		
<p>The Preliminary course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.</p> <p>The HSC course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals</p>		
<b>Content</b>		
<b>Year 11 Preliminary</b>	<b>Year 12 HSC Course</b>	
Properties and Structure of Matter	Equilibrium and Acid Reactions	
Introduction to Quantitative Chemistry	Acid/base Reactions	
Reactive Chemistry	Organic Chemistry	
Drivers of Reactions	Applying Chemical Ideas	
<b>Course Requirements</b>		
<p>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.</p> <p>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.</p> <p>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</p>		

Course: English Advanced		Course No: TBA
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>		<b>Exclusions:</b> English (Standard); English Studies; English EAL/D
<p><b>Course Description</b></p> <p>In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.</p> <p>In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.</p>		
<b>Content</b>		
<p><b>Year 11 Preliminary</b></p> <p>The course has two sections:</p> <p>Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.</p> <p>Two additional modules: <i>Critical Study of Literature</i>, and <i>Narratives that Shape our World</i> in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values</p>	<p><b>Year 12 HSC Course</b></p> <p>The course has two sections:</p> <p>The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.</p> <p>Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes</p>	
<p><b>Particular Course Requirements</b></p> <p>Across the English Advanced Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• texts with a wide range of cultural, social and gender perspectives</li> </ul>		
<p><b>Year 11 Preliminary</b></p> <p>Students are required to study:</p> <ul style="list-style-type: none"> <li>• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction film, media and digital texts</li> <li>• a wide range of additional related texts and textual forms.</li> </ul>	<p><b>Year 12 HSC</b></p> <p>Students are required to study:</p> <ul style="list-style-type: none"> <li>• at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry <b>or</b> drama. The remaining text may be film <b>or</b> media <b>or</b> a nonfiction text <b>or</b> may be selected from one of the categories already used.</li> <li>• at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i></li> <li>• At least one related text in the <i>Common module: Texts and Human Experiences</i></li> </ul>	

Course: English Standard		Course No: TBA
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>		<b>Exclusions:</b> English (Standard); English Studies; English EAL/D
<p><b>Course Description</b></p> <p>In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.</p> <p>In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.</p> <p>In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.</p>		
<b>Content</b>		
<p><b>Year 11 Preliminary</b></p> <p>The course has two sections:</p> <p>Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.</p> <p>Two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> in which students explore and examine texts and analyse aspects of meaning</p>	<p><b>Year 12 HSC Course</b></p> <p>The course has two sections:</p> <p>The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.</p> <p>Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes</p>	
<p><b>Particular Course Requirements</b></p> <p>Across the English Standard Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• 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</li> <li>• 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</li> <li>• texts with a wide range of cultural, social and gender perspectives</li> </ul>		
<p><b>Year 11 Preliminary</b></p> <p>Students are required to study:</p> <ul style="list-style-type: none"> <li>• one complex multimodal or digital text in Module A (This may include the study of film)</li> <li>• 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 on one poet</li> <li>• a wide range of additional related texts and textual forms.</li> </ul>	<p><b>Year 12 HSC</b></p> <p>Students are required to study:</p> <ul style="list-style-type: none"> <li>• at least three types of prescribed texts, one drawn from each of the following categories: prose fiction; poetry <b>or</b> drama; film or media or nonfiction texts.</li> <li>• at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i></li> <li>• At least one related text in the <i>Common module: Texts and Human Experiences</i></li> </ul>	

<b>Course: English Studies</b>		<b>Course No: TBA</b>
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>		<b>Exclusions:</b> English (Standard); English Studies; English EAL/D
<b>Course Entry Guidelines</b>		
<p>This course is designed to meet the specific needs of students who wish to refine their skills and knowledge of English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.</p> <p>Due to changes in the English Studies course, students considering choosing this course should be advised that:</p> <ul style="list-style-type: none"> <li>• English Studies is now a Stage 6 Board Developed Course with an optional HSC examination.</li> <li>• English Studies is a Category B Board Developed Courses with an optional HSC examination. Students who choose English Studies but wish to receive an ATAR, must undertake the optional examination</li> <li>• Students choosing not to sit the English Studies HSC examination will still be eligible for the HSC.</li> <li>• Students who complete the course and elect to take the optional HSC examination will be reported on a common scale with the English Standard and English Advanced courses.</li> </ul>		
<b>Course Description</b>		
<p>In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.</p> <p>In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.</p>		
<b>Content</b>		
<b>Year 11 Preliminary</b>	<b>Year 12 HSC Course</b>	
<ul style="list-style-type: none"> <li>• Students study the mandatory module, <i>Achieving through English: English in education, work and community</i> to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment</li> <li>• Students study 2 – 4 additional syllabus modules (selected based on their needs and interests).</li> <li>• Students may also study an optional teacher-developed module.</li> </ul>	<ul style="list-style-type: none"> <li>• The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.</li> <li>• Students study 2–4 additional syllabus modules (selected based on their needs and interests).</li> <li>• Students may also study an optional teacher-developed module</li> </ul>	
<b>Particular Course Requirements</b>		
<p>Across the English Studies Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• 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</li> <li>• 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</li> <li>• texts with a wide range of cultural, social and gender perspectives</li> </ul>		

### **Year 11 Preliminary**

Students are required to:

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

### **Year 12 HSC**

In addition to the above requirements, 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*.

<b>Course: English Extension</b> <b>HSC English Extension 1</b> <b>HSC English Extension 2</b>		<b>Course No: TBA</b> <b>Course No: TBA</b> <b>Course No: TBA</b>	
<b>1 unit of study for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>		<b>Exclusions:</b> English (Standard); English Studies; English EAL/D	
<b>Course Description</b> In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.			
<ul style="list-style-type: none"> <li>In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.</li> <li>In the English Extension 2 HSC Course, students develop a sustained composition, and document their reflection on this process.</li> </ul>			
In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.			
<b>Content</b>			
<b>Year 11 Preliminary</b> <ul style="list-style-type: none"> <li>This course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project.</li> </ul>		<b>Year 12 HSC Course</b> <ul style="list-style-type: none"> <li>English Extension 1 course – the course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study. The electives are: <ul style="list-style-type: none"> <li>Literary homelands</li> <li>Worlds of upheaval</li> <li>Reimagined worlds</li> <li>Literary mindscapes</li> <li>Intersecting worlds</li> </ul> </li> <li>English Extension 2 course – the course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.</li> </ul>	
<b>Particular Course Requirements</b> Across the Stage 6 the selection of texts should give students experience of the following as appropriate: <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.</li> </ul>			
<b>Year 11 Preliminary</b> Students are required to: <ul style="list-style-type: none"> <li>Examine a key text from the past and its manifestations in one or more recent cultures</li> </ul>		<b>Year 12 HSC</b> In the Extension 1 course students are required to study: <ul style="list-style-type: none"> <li>at least THREE prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6</li> </ul>	

<ul style="list-style-type: none"> <li>• Explore, analyse and critically evaluate different examples of such texts in a range of contexts and media.</li> <li>• Undertake a related research project</li> </ul>	<p>Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)</p> <ul style="list-style-type: none"> <li>• at least TWO related texts</li> </ul> <p>In the Extension 2 course students are required to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students can choose to compose in ONE of the following forms: <ul style="list-style-type: none"> <li>- Short fiction</li> <li>- creative non-fiction</li> <li>- poetry</li> <li>- critical response</li> <li>- script – short film, television, drama</li> <li>- podcasts – drama, storytelling, speeches, performance poetry</li> <li>- multimedia</li> </ul> </li> </ul>
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<b>Course: Geography</b>		<b>Course No: 15190</b>	
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>		<b>Exclusions: NIL</b>	
<b>Course Description</b>			
<p>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.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>			
<b>Content</b>			
<b>Year 11 Preliminary</b>		<b>Year 12 HSC Course</b>	
<p>Biophysical Interactions – how biophysical processes contribute to sustainable management.</p> <p>Global Challenges – geographical study of issues at a global scale.</p> <p>Senior Geography Project – a geographical study of student's own choosing</p>		<p>Ecosystems at Risk – the functioning of ecosystems, their management and protection. These may include River Redgum and Alpine regions.</p> <p>Urban Places – study of cities and urban dynamics.</p> <p>People and Economic Activity – geographic study of economic activity in a local and global context, e.g. the rice industry</p>	
<b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.			
<b>Course Requirements</b>			
Students complete a senior geography project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.			

<b>Course: Ancient History</b>		<b>Course No: TBA</b>	
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>		<b>Exclusions: NIL</b>	
<b>Course Description</b>			
<p>The Preliminary 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.</p> <p>The HSC 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.</p>			
<b>Content</b>			
<b>Year 11 Preliminary</b>		<b>Year 12 HSC Course</b>	
Comprises of THREE sections: <ul style="list-style-type: none"> <li>Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies') Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies</li> <li>Features of Ancient Societies (40 indicative hours) students study at least two ancient societies</li> <li>Historical Investigation (20 indicative hours) Historical concepts and skills are integrated with the studies undertaken in Year 11</li> </ul>		Comprises of FOUR sections: <ul style="list-style-type: none"> <li>Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)</li> <li>One 'Ancient Societies' topic (30 indicative hours)</li> <li>One 'Personalities in their Times' topic (30 indicative hours)</li> <li>One 'Historical Periods' topic (30 indicative hours)</li> <li>Historical concepts and skills are integrated with the studies undertaken in Year 11</li> </ul>	
<b>Course Requirements</b>			
<b>Year 11 Preliminary</b>		<b>Year 12 HSC</b>	
In the Preliminary Course students undertake at least two case studies: <ul style="list-style-type: none"> <li>One case study must be from Egypt, Greece, Rome or Celtic Europe, and</li> <li>One case study must be from Australia, Asia, the Near East or the Americas</li> </ul>		In the HSC Course requires study from at least two of the following areas: <ul style="list-style-type: none"> <li>Egypt</li> <li>Near East</li> <li>China</li> <li>Greece</li> <li>Rome</li> </ul>	

<b>Course: Modern History</b>		<b>Course No: TBA</b>
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>		<b>Exclusions: NIL</b>
<b>Course Description</b>		
<p>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.</p> <p>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 1919–1946. 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.</p>		
<b>Content</b>		
<b>Year 11 Preliminary</b>		<b>Year 12 HSC Course</b>
Comprises of THREE sections: <ul style="list-style-type: none"> <li>Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies')</li> <li>Historical Investigation (20 indicative hours)</li> <li>At least one study from 'The Shaping of the Modern World' is to be undertaken.</li> </ul>		Comprises of FOUR sections: <ul style="list-style-type: none"> <li>Core Study: Power and Authority in the Modern World 1919 – 1946 (30 indicative hours)</li> <li>One 'National Studies' topic (30 indicative hours)</li> <li>One 'Peace and Conflict' topic (30 indicative hours)</li> <li>One 'Change in the Modern World' topic (30 indicative hours)</li> <li>Historical concepts and skills are integrated with the studies undertaken in Year 11</li> </ul>
Historical concepts and skills are integrated with the studies undertaken in both Preliminary and HSC.		
<b>Course Requirements</b>		
<b>Year 11 Preliminary</b>		<b>Year 12 HSC</b>
In the Preliminary Course students undertake at least two case studies: <ul style="list-style-type: none"> <li>One case study must be from Europe, North America or Australia, and</li> <li>One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.</li> </ul>		In the HSC Course requires study from at least one non-European/Western topic, for example: India 1942 – 1984, Conflict in the Pacific 1937 – 1951, The Cultural Revolution to Tiananmen Square 1966 – 1989.

<b>Course: Industrial Technology</b>		<b>Course No: 15200</b>
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>		<b>Exclusions:</b> Some industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses.
<b>Course Description</b>		
<p>Industrial Technology at Stage 6 will develop a student’s knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.</p>		
<b>Content</b>		
<b>Year 11 Preliminary</b>		<b>Year 12 HSC Course</b>
<p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <li>• Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)</li> <li>• Design – elements and principles, types of design, quality, influences affecting design (10%)</li> <li>• Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)</li> <li>• Production – display a range of skills through the construction of a number of projects (40%)</li> <li>• Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)</li> </ul>		<p>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> <li>• Industry Study (15%)</li> <li>• Major Project (60%) <ul style="list-style-type: none"> <li>– Design, Management and Communication</li> <li>– Production</li> </ul> </li> <li>• Industry Related Manufacturing Technology (25%)</li> </ul>
<b>Course Requirements</b>		
<b>Year 11 Preliminary</b>		<b>Year 12 HSC</b>
<p>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 industry.</p>		<p>In the HSC Course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the of the organisation and management of the industry related to the specific focus area.</p>

<b>Course: Investigating Science</b>		<b>Course No: TBA</b>
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>		<b>Exclusions: NIL</b>
<b>Course Description</b>		
<p>The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.</p> <p>The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.</p>		
<b>Content</b>		
<b>Year 11 Preliminary</b>		<b>Year 12 HSC Course</b>
<b>Module 1</b> Cause and Effect – Observing		<b>Module 5</b> Scientific Investigations
<b>Module 2</b> Cause and Effect – Inferences and Generalisations		<b>Module 6</b> Technologies
<b>Module 3</b> Scientific Models		<b>Module 7</b> Fact or Fallacy?
<b>Module 4</b> Theories and Laws		<b>Module 8</b> Science and Society
<b>Course Requirements</b>		
<p>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.</p> <p>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.</p> <p>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.</p>		

Course: Legal Studies		Course No: 15220
2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course		Exclusions: NIL
<p><b>Course Description</b></p> <p>The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved, and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice.</p> <p>The Year 12 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.</p>		
<b>Content</b>		
<p><b>Year 11 Preliminary</b></p> <p><b>Part I</b> – The Legal System (40% of course time)</p> <p><b>Part II</b> – The Individual and the Law (30% of course time)</p> <p><b>Part III</b> – The Law in Practice (30% of course time)</p> <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. <b>This section may be integrated with Part I and Part II.</b></p>	<p><b>Year 12 HSC Course</b></p> <p>Core Part I: Crime (30% of course time)</p> <p>Core Part II: Human Rights (20% of course time)</p> <p>Part III: Two options (50% of course time)</p> <p><b>Two options are chosen from:</b></p> <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Global environment and protection</li> <li>• Family</li> <li>• Indigenous peoples</li> <li>• Shelter</li> <li>• Workplace</li> <li>• World order</li> </ul>	
<p>Each topic's <b>themes and challenges</b> should be integrated into the study of the topic.</p> <p><b>Key themes incorporated across all topics:</b> Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system</p>		
<p><b>Course Requirements</b></p> <p>No special requirements</p>		

## Stage 6 Mathematics Courses

There are 5 different pathways for studying mathematics in Stage 6.

Year 11 Course	Units	Year 12 Course	Units
<b>Mathematics Standard</b>	2	HSC Mathematics Standard 1 (Optional HSC examination-may contribute to ATAR)	2
<b>Mathematics Standard</b>	2	HSC Mathematics Standard 2	2
<b>Mathematics</b>	2	Mathematics	2
<b>Mathematics and Mathematics Extension</b>	3	Mathematics and Mathematics Extension 1	3
<b>Mathematics and Mathematics Extension</b>	3	Mathematics and Mathematics Extension 1 and Mathematics Extension 2	4

Course: Mathematics Standard 1		Course No: TBA
2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course		Exclusions: Any other Stage 6 Mathematics course
<p><b>Course Entry Guidelines</b></p> <p>The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:</p> <ul style="list-style-type: none"> <li>• Area and surface area</li> <li>• Financial mathematics</li> <li>• Linear relationships</li> <li>• Non-linear relationships</li> <li>• Right-angled triangles (Trigonometry)</li> <li>• Single variable data analysis</li> <li>• Volume</li> <li>• Some content from Equations</li> <li>• Some content from Probability</li> </ul>		
<p><b>Course Description</b></p> <ul style="list-style-type: none"> <li>• 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 or the Mathematics Standard 2 Year 12 course.</li> <li>• Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol <math>\diamond</math> in the syllabus document.</li> <li>• Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.</li> <li>• All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</li> </ul> <p><b>The study of Mathematics Standard 1 in Stage 6:</b></p> <ul style="list-style-type: none"> <li>• enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>• provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs</li> <li>• provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training</li> </ul>		
<b>Content</b>		
<p><b>Year 11 Course</b></p> <p><b>Topic: Algebra</b>            Formulae and Equations            Linear Relationships</p> <p><b>Topic: Measurement</b>            Applications of Measurement            Working with Time</p> <p><b>Topic: Financial Mathematics</b>            Money Matters</p> <p><b>Topic: Statistical Analysis</b>            Data Analysis            Relative Frequency and Probability</p>	<p><b>Year 12 Course</b></p> <p><b>Topic: Algebra</b>            Types of Relationships</p> <p><b>Topic: Measurement</b>            Right-angled Triangles            Rates            Scale Drawings</p> <p><b>Topic: Financial Mathematics</b>            Investment            Depreciation and Loans</p> <p><b>Topic: Statistical Analysis</b>            Further Statistical Analysis</p> <p><b>Topic: Networks</b>            Networks and Paths</p>	

Course: Mathematics Standard 2	Course No: TBA
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>	<b>Exclusions:</b> Any other Stage 6 Mathematics course Students who have followed the Mathematics Standard $\diamond$ pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.
<p><b>Course Entry Guidelines</b></p> <p>The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:</p> <ul style="list-style-type: none"> <li>• Area and surface area</li> <li>• Financial mathematics</li> <li>• Linear relationships</li> <li>• Non-linear relationships</li> <li>• Right-angled triangles (Trigonometry)</li> <li>• Single variable data analysis</li> <li>• Volume</li> <li>• Some content from Equations</li> <li>• Some content from Probability</li> </ul>	
<p><b>Course Description</b></p> <ul style="list-style-type: none"> <li>• 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 or the Mathematics Standard 2 Year 12 course.</li> <li>• All students studying the Mathematics Standard 2 course will sit for an HSC examination.</li> <li>• All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</li> </ul> <p><b>The study of Mathematics Standard 2 in Stage 6:</b></p> <ul style="list-style-type: none"> <li>• enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>• provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs</li> <li>• provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies</li> <li>• provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training</li> </ul>	
<h2>Content</h2>	
<p><b>Year 11 Course</b></p> <p><b>Topic: Algebra</b>            Formulae and Equations            Linear Relationships</p> <p><b>Topic: Measurement</b>            Applications of Measurement            Working with Time</p> <p><b>Topic: Financial Mathematics</b>            Money Matters</p> <p><b>Topic: Statistical Analysis</b>            Data Analysis            Relative Frequency and Probability</p>	<p><b>Year 12 Course</b></p> <p><b>Topic: Algebra</b>            Types of Relationships</p> <p><b>Topic: Measurement</b>            Non-right-angled Trigonometry            Rates and Ratios            Scale Drawings</p> <p><b>Topic: Financial Mathematics</b>            Investments and Loans            Annuities</p> <p><b>Topic: Statistical Analysis</b>            Bivariate Data Analysis            The Normal Distribution</p> <p><b>Topic: Networks</b>            Network Concepts            Critical Path Analysis</p>

<b>Course: Mathematics</b>		<b>Course No: 15240</b>	
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>		<b>Exclusions: Mathematics Standard</b>	
<b>Course Entry Guidelines</b>			
For students who intend to study the Mathematics course, it is recommended that they study the topics <i>Real Numbers, Algebraic Techniques</i> and <i>Coordinate Geometry</i> as well as at least some of <i>Trigonometry</i> and <i>Deductive Geometry</i> from Stage 5.3 (identified by §) of <i>Mathematics Years 7–10 Syllabus</i> , if not all of the content.			
<b>Course Description</b>			
The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses			
<b>Content</b>			
<b>Year 11 Preliminary Course</b>		<b>Year 12 HSC Course</b>	
<ul style="list-style-type: none"> <li>• Basic arithmetic and algebra</li> <li>• Real functions</li> <li>• Trigonometric ratios</li> <li>• Linear functions</li> <li>• The quadratic polynomial and the parabola</li> <li>• Plane geometry – geometrical properties</li> <li>• Tangent to a curve and derivative of a function</li> </ul>		<ul style="list-style-type: none"> <li>• Coordinate methods in geometry</li> <li>• Applications of geometrical properties</li> <li>• Geometrical applications of differentiation</li> <li>• Integration</li> <li>• Trigonometric functions</li> <li>• Logarithmic and exponential functions</li> <li>• Applications of calculus to the physical world</li> <li>• Probability</li> <li>• Series and series applications</li> </ul>	

Course: Mathematics Extension 1		Course No: 15250
1 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course		Exclusions: Mathematics Standard
<p><b>Course Entry Guidelines</b></p> <p>For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) <i>Curve Sketching and Polynomials</i>, <i>Functions and Logarithms</i>, and <i>Circle Geometry of Mathematics Years 7–10 Syllabus</i>.</p>		
<p><b>Course Description</b></p> <p>The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.</p>		
<b>Content</b>		
<p><b>Year 11 Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Other inequalities</li> <li>• Further geometry</li> <li>• Further trigonometry</li> <li>• Angles between two lines</li> <li>• Internal and external division of lines into given ratios</li> <li>• Parametric representation</li> <li>• Permutations and combinations</li> <li>• Polynomials</li> <li>• Harder applications of the Mathematics Preliminary course topics</li> </ul>		<p><b>Year 12 HSC Course</b></p> <ul style="list-style-type: none"> <li>• Methods of integration</li> <li>• Primitive of <math>\sin^2x</math> and <math>\cos^2x</math></li> <li>• Equation <math>\frac{dN}{dt} = k(N - P)</math></li> <li>• Velocity and acceleration as a function of <math>x</math></li> <li>• Projectile motion</li> <li>• Simple harmonic motion</li> <li>• Inverse functions and inverse trigonometric functions</li> <li>• Induction</li> <li>• Binomial theorem</li> <li>• Further probability</li> <li>• Iterative methods for numerical estimation of the roots of a polynomial equation</li> <li>• Harder applications of Mathematics HSC course topics</li> </ul>

**Course: Mathematics Extension 2****Course No: 15260****1 unit for the HSC Board Developed Course****Exclusions:** Mathematics Standard**Course Entry Guidelines**

For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) *Curve Sketching and Polynomials*, *Functions and Logarithms*, and *Circle Geometry of Mathematics Years 7–10 Syllabus*.

**Course Description**

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

**Content**

## Year 12 HSC Course

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 topics

<b>Course: Music</b>	<b>Course No: 15290</b>
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>	<b>Exclusions: Music 2</b>
<p><b>Course Description</b>  In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p>	
<b>Content</b>	
<p>Students study three topics in each year of the course. Topics are chosen from a list of 21, which covers a range of styles, periods and genres.</p>	
<b>Course Requirements</b>	
<p><b>HSC course</b>  In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.</p> <p>Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.</p>	

**Course: Personal Development, Health and Physical Education**

**Course No: 15320**

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course**

**Exclusions: NIL**

**Course Description**

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

In the HSC course, students focus on 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.

**Content**

**Year 11 Preliminary**

**Core Topics (60%)**

Better Health for Individuals

The Body in Motion

**Options (40%)**

*Students select two of the following options:*

First Aid

Composition and Performance

Fitness Choices

Outdoor Recreation

**Year 12 HSC Course**

**Core Topics (60%)**

Health Priorities in Australia

Factors Affecting Performance

**Options (40%)**

*Students select **two** of the following options:*

The Health of Young People

Sport and Physical Activity in Australian Society

Sports Medicine

Improving Performance

Equity and Health

**Course Requirements**

In addition to core studies, students select two options in each of the Preliminary and HSC courses.

<b>Course: Physics</b>		<b>Course No: TBA</b>	
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>		<b>Exclusions: NIL</b>	
<b>Course Description</b>			
<p>The Preliminary course develops student’s knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The HSC course provides avenues for students to apply the concepts they were introduced to in the Preliminary course to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.</p>			
<b>Content</b>			
<b>Year 11 Preliminary</b>		<b>Year 12 HSC Course</b>	
<b>Module 1</b> Kinematics		<b>Module 5</b> Advanced Mechanics	
<b>Module 2</b> Dynamics		<b>Module 6</b> Electromagnetism	
<b>Module 3</b> Waves and Thermodynamics		<b>Module 7</b> The Nature of Light	
<b>Module 4</b> Electricity and Magnetism		<b>Module 8</b> From the Universe to the Atom	
<b>Course Requirements</b>			
<p>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.</p> <p>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.</p> <p>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.</p>			

<b>Course: Society and Culture</b>		<b>Course No: 15350</b>	
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>		<b>Exclusions: NIL</b>	
<b>Course Description</b>			
Society and Culture deals with areas of interest and relevance to students. It develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methods and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).			
<b>Content</b>			
<b>Year 11 Preliminary</b>		<b>Year 12 HSC Course</b>	
<ul style="list-style-type: none"> <li>• The Social and Cultural World (30%)</li> <li>• Personal and Social Identity (40%)</li> <li>• Intercultural Communication (30%)</li> </ul>		<b>Core Studies</b> <ul style="list-style-type: none"> <li>• Social and Cultural Continuity and Change (30%)</li> <li>• The Personal Interest Project (30%)</li> </ul> <b>Depth Studies: Two (2) to be chosen and studied.</b> <ul style="list-style-type: none"> <li>• Popular Culture</li> <li>• Belief Systems and Ideologies</li> <li>• Social Inclusion and Exclusion</li> <li>• Social Conformity and Non-Conformity</li> </ul>	
<b>Course Requirements</b>			
Completion of Personal Interest Project (PIP). Here, you choose a topic of your own choice that relates to the course. It is a major work and you will spend a substantial amount of time conducting research and then presenting your findings.			

<b>Course: Visual Arts</b>		<b>Course No: 15400</b>	
<b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course</b>		<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
<b>Course Description</b>			
<p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>			
<b>Content</b>			
<b>Year 11 Course</b>		<b>Year 12 Course</b>	
<ul style="list-style-type: none"> <li>the nature of practice in artmaking, art criticism and art history through different investigations</li> <li>the role and function of artists, artworks, the world and audiences in the artworld</li> <li>the different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>how students may develop meaning and focus and interest in their work</li> <li>building understandings over time through various investigations and working in different forms</li> </ul>		<ul style="list-style-type: none"> <li>how students may develop their practice in artmaking, art criticism, and art history</li> <li>how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations</li> <li>how students may further develop meaning and focus in their work</li> </ul>	
<b>Course Requirements</b>			
<b>Year 11 Course</b>		<b>Year 12 Course</b>	
<ul style="list-style-type: none"> <li>Artworks in at least two expressive forms and use of a process diary</li> <li>a broad investigation of ideas in art making, art criticism and art history</li> </ul>		<ul style="list-style-type: none"> <li>development of a body of work and use of a process diary</li> <li>a minimum of five Case Studies (4–10 hours each)</li> <li>deeper and more complex investigations in art making, art criticism and art history.</li> </ul>	

Course: Photography, Video & Digital Imaging	Course No: NA
<b>Content Endorsed Course</b>	<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
<p><b>Course Description</b></p> <p>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the marking of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p>	
<b>Content</b>	
<p>Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> <li>Wet Photography</li> <li>Video</li> <li>Digital Imaging.</li> </ul> <p>Modules include:</p> <ul style="list-style-type: none"> <li>Introduction to the Field</li> <li>Developing a Point of View</li> <li>Traditions, Conventions, Styles and Genres</li> <li>Manipulated Forms</li> <li>The Arranged Image</li> <li>Temporal Accounts.</li> </ul> <p>An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p>	
<b>Course Requirements</b>	
Students are required to keep a diary throughout the course.	

**- Note: this course will not count towards the calculation of the ATAR**

**Course: Sport, Lifestyle and Recreation Studies**

**Course No: NA**

**Content Endorsed Course**

**Exclusions:** Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

**Course Description**

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

**Content**

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity.
- knowledge and understanding of the principles that impact on quality of performance.
- an ability to analyse and implement strategies to promote health, activity and enhanced performance.
- a capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle

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 course and sit the optional HSC examination for it to count towards the ATAR.**

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

### **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 develop 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 Australia (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. Stage 6 VET courses may also be available to students in years 9 and 10 as "Early Commencement". It is generally recommended that students in Year 9 do NOT undertake "Early Commencement" of Stage 6 VET courses.

A course induction will be delivered by course trainers at the beginning of the each course. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures,

assessment procedures, information regarding student rights and responsibilities, and a student declaration to be signed by the student to confirm that they have completed the induction as part of their enrolment procedures.

### **Fees and charges**

Some VET courses attract a course cost. Where a course cost exists it will be indicated on the course information page. More detailed information regarding fee charges and refund policies will be provided in the course induction. Students having difficulty in making payments may be able access the Student Assistance Scheme. See your student adviser for details as to how this fund can be accessed.

### **Freedom of Information and Privacy**

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

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

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

### **Work Placement**

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

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

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

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

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

Students must first find an employer prepared to take them on as a school based apprentice or trainee. Once an offer of employment has been made, students must contact the SBAT Contact Person in their school. This is usually the Careers Adviser. The SBAT Contact Person will then commence the process to seek approval to establish a SBAT. Students wanting to find out more information regarding SBATs should contact the school's SBAT Contact Person. The following website is also a key source of information regarding SBATs: [www.sbatinnsw.info](http://www.sbatinnsw.info)

### **Unique Student Identifier**

From January 2015, all students undertaking Nationally Recognised Training delivered by a Registered Training Organisation will 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 from a computer, tablet or smart phone at any time. You must keep your USI safe and ready to use for further enrolments in VET training.

### **Smart and Skilled**

Smart and Skilled is being implemented with an entitlement to government subsidised training commencing January 1, 2015. Qualifications achieved at school do not impact on this entitlement post school. This may impact on positions available within industry sectors for SBATs.

## Certificate II in Construction Pathways - CPC20211

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 HSC requirements.

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. 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. This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction.

### 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

Elective units may include:  
 CPCCCA2002B Use carpentry tools and equipment  
 CPCCCA2011A Handle carpentry materials  
 CPCCCM2004A Handle construction materials  
 CPCCCM2006B Apply basic levelling procedures  
 CPCCJN2001A Assemble components  
 CPCCJN2002B Prepare for off-site manufacturing process  
 CPCCBL2001A Handle and prepare bricklaying & blocklaying materials  
 CPCCBL2002A Use bricklaying and blocklaying tools and equipment  
 CPCCCA2003A Erect and dismantle form work for footings and slabs on ground  
 CPCCCO2013A Carry out concreting to simple forms

This course contains three additional units above the qualification to meet NSW BOSTES HSC requirements. CPCCOHS1001A Work safely in the construction industry, CPCCCM2005B Use construction tools and equipment, CPCCO2021A Handle concreting materials.

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

### Qualifications

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

**Foundation Skills-** describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

**NB** This qualification may change as a result of training package reviews

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

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

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

**Resources costs:** \$60.00

Discuss payment options with your trainer

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

**Delivery Arrangements:** Integrated Timetable delivery

**Exclusions :** Nil however students may not undertake the same unit of competency in more than one VET course

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 NSW BOSTES website: <http://www.boardofstudies.nsw.edu.au>

## Certificate I in Engineering – MEM10105

Course: **Metal and Engineering (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 HSC requirements.

### Course Description

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

### Core Units of Competency

MEM13014A Apply principles of occupational health and safety in the work environment

MEM14004A Plan to undertake a routine task

MEM15024A Apply quality procedures

MEM16007A Work with others in a manufacturing, engineering or related environment

### Elective Units of Competency

MEM15002A Apply quality systems

MEM12023A Perform engineering measurements

MEM12024A Perform computations

MEM18001C Use hand tools

MEM18002B Use power tools/hand held operations

MEM05005B Carry out mechanical cutting

Refer to Training and Assessment Strategy when selecting units from the following list.

### Elective Units of Competency (continued)

Elective units can include:

MEM05007C Perform manual heating and thermal cutting

MEM11011B Undertake manual handling

MEM05012C Perform routine manual metal arc welding

MEM03003B Perform sheet and plate assembly

MEM05004C Perform routine oxy acetylene welding

MEM07032B Use workshop machines for basic operations

*This course also requires the completion of the Manufacturing, engineering and related services industries induction and MEM09002B Interpret technical drawing to meet NESA HSC requirements.*

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

### Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a Certificate I in Engineering MEM10105. Students who do not achieve competency in all the above units will be eligible for a **Statement of Attainment** towards Certificate I in Engineering MEM10105.

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

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

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

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

**Resources costs:** \$80.00

Discuss payment options with your trainer

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

**Delivery Arrangements:** Integrated timetable delivery

**Exclusions :** Nil however students may not undertake the same unit of competency in more than one VET course

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://www.boardofstudies.nsw.edu.au>

## Certificate II in Hospitality – SIT20316

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 HSC requirements.

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They 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 – 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
BSBCMM201	Communicate in the workplace
SITHIND202	Source & use information on the hospitality industry
SITHIND003	Use hospitality skills effectively (holistic Unit)
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 2 additional units above the qualification to meet NSW HSC Board of Studies requirements.

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

### Qualifications:

Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Hospitality (SIT20316)**. Students who do not achieve competency in all the above units will be eligible for a **Statement of Attainment towards Certificate II in Hospitality (SIT20316)**. Foundation skills- describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

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

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

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

**Resources costs:** \$120.00 + uniform and toolbox hire.  
Discuss payment options with your trainer

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

**Delivery Arrangements:** Integrated timetable delivery

**Exclusions** Nil however students may not undertake the same unit of competency in more than one VET course

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 NSW NESA website: <http://www.boardofstudies.nsw.edu.au>

## Certificate II in Rural Operations - AHC21216

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

Board Developed Course

Students must complete a minimum of 70 hour work placement to meet HSC requirements

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

### Course Description

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

### Core Units of Competency

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

### Elective Units of Competency

**AHCWRK201** Observe and report on weather  
**AHCCHM201** Apply chemicals under supervision  
AHCPMG201 Treat weeds  
**AHCLSK202** Care for health and welfare of livestock  
AHCLSK205 Handle livestock using basic techniques  
AHCLSK206 Identify and mark livestock

OR

### AHCPMG202 Treat plant pests, diseases and disorders

AHCNSY202 Care for nursery plants  
AHCPCM201 Recognise plants  
AHCMOM202 Operate tractors  
AHCMOM304 Operate machinery and equipment  
AHCLSK211 Provide feed for livestock  
AHCLSK209 Monitor water supplies  
AHCINF202 Install maintain and repair farm fencing  
AHCINF201 Carry out basic electric fencing operations  
AHCNSY201 Pot up plants  
AHCSOL202 Assist with soil growing media sampling and testing  
AHCNSY203 Undertake propagation activities  
AHC BIO201 Inspect and clean machinery for plant, animal and soil  
AHCLSK316 Prepare livestock for competition – remove if not qualified to deliver

### HSC Examinable Units

AHCWHS201 Participate in WHS processes  
AHCWRK209 Participate in environmentally sustainable work practices  
AHCWRK204 Work effectively in the industry  
AHCCHM201 Apply chemicals under supervision  
AHCWRK201 Observe and report on weather  
and  
AHCLSK202 Care for health and welfare of livestock  
Or  
AHCPMG202 Treat plant pests, diseases and disorders

Students may apply for Recognition of Prior Learning or be granted credit transfer provided applications & suitable evidence is submitted to the RTO.

### Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Rural Operations AHC21216**. Students who do not achieve competency in all the above units will be eligible for a **Statement of Attainment** towards **Certificate II in Rural Operations AHC21216**.

There are **Foundation skills** which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>. **NB:** This qualification may change as a result of training package reviews

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

**N Determinations:** Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an 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 Statement of Attainment. **Appeals:** Students may lodge an appeal about assessment decisions through their VET trainer.

**Resources costs:** \$30.00

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

**Delivery Arrangements:** Integrated timetable delivery

**Exclusions :** Nil however students may not undertake the same unit of competency in more than one VET course

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.

