

An Information Package for Students

## Stage 6 - The Higher School Certificate 2024

# Murrumburrah High School



**Street Address:** Smith Street, HARDEN NSW 2587

**Postal Address:** PO Box 131, HARDEN NSW 2587

**Telephone:** 02 6386 2755

This booklet is to assist Year 10 students in their selection of subjects for Stage 6 studies in 2024. Not all courses in this booklet will attract sufficient students to run. The final decision on the Year 11 Curriculum will be made with regard to:

- a) The number of students selecting each course
- b) Timetabling considerations
- c) Specialist room availability

**AN INFORMATION SESSION FOR YEAR 10 STUDENTS, PARENTS AND GUARDIANS WILL BE HELD IN TERM 3.**

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# INTRODUCTION

This booklet contains descriptions of all of the subjects that are available for selection by students who enrol in Stage 6 at Murrumburrah High School. Students and parents/caregivers should read this information carefully as a basis for making choices about subjects and courses for 2024.

**The final decision on the Stage 6 Curriculum will be made with regard to:**

- a) The number of students selecting each course**
- b) Timetabling considerations**
- c) Specialist room availability**

Where a decision has been made to return to school, subject choices become extremely important. Your choice of courses will determine your future options.

This handbook has been produced to tell you about the organisation of the Higher School Certificate. It gives you information on the courses available and where they could lead you. The detail provided for each ensures that you understand the commitment that is required to complete each course successfully.

Remember, all courses in the senior school require considerable effort and commitment. There are no easy courses. You need to remember: "You will get out of your senior studies only what you are prepared to put into them".

**Selection of subjects should be based on:**

- A realistic appreciation of your own **abilities, talents and interests**. Your performance in Year 10 should be used as a guide to the academic and practical skills you possess.
- Your future **aims** and **career interests** will have considerable influence on the choice you will make.
- Your skills and limitations and build on your strengths and interests
- A HSC education is not intended to be entirely vocational in orientation. A broad education is an asset to any person, and you should feel encouraged to undertake courses which you find **enjoyable** and **stimulating**.

**Be well informed. Discuss with and seek advice from a wide range of people including** parents/caregivers, Head Teachers/subject teachers, Careers Adviser, and students already enrolled in Years 11 or 12. There is no benefit in selecting courses which are beyond your capabilities. Listen to your teachers' advice.

# REQUIREMENTS FOR THE AWARD OF THE HSC

To be awarded the HSC, a student must:

- study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course.
- satisfactorily complete the pattern of study required by NESA.
- complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- Both the Preliminary course and the HSC course must include the following:
  - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
  - at least three courses of 2 units value or greater
  - at least four subjects
  - at most 6 units of courses in Science can contribute to HSC eligibility.
- have sat for and made a serious attempt at the required HSC examinations.

On satisfactory completion of the HSC, each student will receive a portfolio containing:

## **1. The HSC Testamur**

*Official certificate confirming your achievement of all requirements for the award.*

## **2. The Record of Achievement**

*Lists the courses you have studied and reports the marks/bands you have achieved.*

## **3. Individual Course Reports**

*For every HSC Board Developed Course (except some 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.*

# TYPES OF COURSES

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

## **Board Developed Courses**

These courses are developed by NESA. All students who study these courses follow a set syllabus, which is examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

## **Board Endorsed Courses**

There are two main types of Board Endorsed Courses -

- **Content Endorsed Courses (CECs)** have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses. These courses are not examined at the HSC and do not count towards the ATAR.
- **School Designed Courses** are courses designed to meet local student needs and must be approved by NESA. These courses are not examined at the HSC and do not count towards the ATAR.

Board Endorsed Courses count towards the HSC and appear on your Record of Achievement.

## **Vocational Education and Training (VET)**

VET Courses can be either Board Developed or Board Endorsed. VET courses are designed by industry and taught to industry standards. They allow students to gain both HSC qualifications, and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF).

These courses each have a specific workplace component and a minimum number of hours students **must** spend in the workplace.

Board Developed VET Courses (if examined) can count in the calculation of an ATAR and go towards your HSC and appear on your Record of Achievement.

**However, only one VET Course can count in the calculation of the ATAR.**

# ASSESSMENT AND REPORTING

- The HSC reports will provide students with a detailed description of the knowledge, skills and understanding they have attained in each subject.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe each student's level of achievement, give a clear idea of the standards that are expected.
- The HSC mark received by each student will be a 50:50 combination of external examination and school-based assessment marks.
- School-based assessment tasks will contribute to 50% of the HSC mark. The school assessment mark will be based on a student's performance in assessment tasks that have been undertaken during the course.
- The other 50% will come from the HSC examination.
- The external examination mark is that gained by the student in examinations set and marked by NESA (with exception of non-examination English Studies and Mathematics Standard 1 – who will be issued with an A-E grade).
- A student's HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If students achieve the minimum standard expected in a course, they will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 - 100 will correspond to the highest level of achievement.
- The HSC assesses students against standards of achievement set for each course. Students will benefit from the use of a standards-referenced approach to the HSC as:
  - the marks the students gain in a subject will be aligned with descriptions of what they know, understand and can do
  - marks will reflect the standards actually achieved by students rather than just indicating a position in a predetermined distribution
  - there will be meaningful and detailed reports with clear descriptions of the different standards of performance
  - students who meet or exceed the minimum standard of performance expected will receive a mark of 50 or more.

## HSC MINIMUM STANDARD

From 2020, students must demonstrate a minimum standard of literacy (reading and writing) and numeracy to be eligible for the award of the HSC credential. Students have up to four opportunities per year to sit each minimum standard reading, writing or numeracy test. Students can take the tests from Year 10 until up to five years after starting their first HSC course. Students enrolled in Life Skills courses may be exempt under certain conditions.

Refer to:

ACE 4060: [Demonstration of the HSC minimum standard](#)

NESA: [HSC minimum standard](#)

NESA: [Minimum standard online tests](#)

# SCHOOL-BASED ASSESSMENTS & EXAMS

Students are required to complete a number of assessment tasks during the Preliminary and HSC courses. The HSC assessment mark is reported on the HSC Record of Achievement and counts equally with the HSC examination mark for university entrance purposes.

School developed assessment tasks form an integral part of both the Preliminary and HSC programs. Tasks are designed to measure performance outcomes across a wider range of objectives than may be tested in an examination.

**Tasks may include tests, written or oral assignments, practical activities, fieldwork, reports and projects.**

Teachers will inform students of the types of assessment tasks, the importance of the tasks in comparison with others, the mark value for each task, when the task will be given and the due date.

Assessment tasks provide a measure of the student's actual achievement. NESAC does not compensate students for difficulties in performing or completing assessment tasks, even when they are caused by factors outside your control. However, in the latter case, other arrangements may sometimes be made with the Principal's prior approval.

***If a student misses an assessment task due to illness, a medical certificate must be provided to the Head Teacher of the relevant KLA immediately upon return to school along with a completed Misadventure form. This may result in another opportunity to sit the same or similar task or an assessment being made based on other completed tasks. Students will not be allowed to sit an assessment task if they have been absent from school on that same day without a medical certificate.***

The aim of the assessment tasks is to:

- measure student performance in a wide range of objectives e.g. tests, written or oral assignments, practical activities, fieldwork, projects.
- rank students from highest achievement to lowest achievement.

Satisfactory completion of a Preliminary course is a prerequisite for entry into a HSC course. To be satisfactory in a course, all students are expected to:

- complete, to the best of their ability, the tasks which are part of the assessment program,
- apply themselves with diligence and sustained effort in all of their courses,
- achieve most of the course outcomes,
- make a genuine attempt at assessment tasks and examinations,
- have a satisfactory record of attendance at school and classes.

If students do not meet all of their responsibilities in each course, they will be classed as 'Unsatisfactory'. If at any time students run the risk of not meeting their responsibilities in any Preliminary course, contact will be made with parents/caregivers. Specifically, contact will be made:

- whenever a zero is awarded for any assessment task,
- whenever the student is in danger of failing to complete tasks worth more than 50% of the course assessment,
- whenever absence begins to result in course outcomes not being met,
- whenever poor effort begins to result in course outcomes not being achieved.



• Year 11	Year 12
must be capped at 3 tasks	must be capped at 4 tasks
may only include 1 formal written examination; Mathematics courses 1-2 formal written exams	may only include 1 formal written examination with maximum weighting 30%

Refer to:

[ACE 8072: Development of HSC school-based assessment programs](#)

[ACE 8069: Higher School Certificate school-based assessment](#)

[NESA: Stage 6 school-based assessment](#) and [COVID Changes for 2021](#)

[Syllabuses A-Z \(Stage 6\)](#) for syllabus based components and weightings

## SUBMITTED WORKS, PROJECTS AND PERFORMANCES

Students need to undertake a variety of practical examinations and/or submit works, projects etc., in addition to the written Higher School Certificate examination when attempting any of the following courses: Visual Arts, Drama, Food Technology and Industrial Technology.

Students are required to certify that any submitted work is their own. Class teachers and the Principal must certify that it has been done under the teacher's supervision. If they cannot authenticate the work, you may not be awarded marks for it.

If a student is repeating HSC courses where major works or projects are required, they may not submit any major works or projects entered and marked in a previous year without special permission from NESA.

The practical examinations for Drama are held in Term 3 of the HSC year. These examinations are held separately from the written examinations. They may also be held at a different venue from that used for the written examinations.

Works submitted for marking in Visual Arts and Industrial Technology will also be required to be completed in Term three.

We advise students to choose carefully subjects (such as Visual Arts, Industrial Technology and Drama) that involve the production/creation of major works, projects and/or performances.

These subjects offer students a great opportunity to express themselves, however, multiple tasks are time consuming, difficult to manage, are often due at critical times of assessment (e.g. the Trial HSC exam period) and can be expensive where materials are required to be purchased.

# HSC: ALL MY OWN WORK

To obtain an HSC all students must also complete the compulsory NESA unit called "HSC: All My Own Work". This is a computer-based unit that takes approximately 2 hours to complete and will generally be undertaken at the end of Year 10 or first assessment task in Year 11 at this school. The purpose of the unit is to learn how to acknowledge sources and to understand the ramifications of plagiarism.

Refer to:

ACE 8006: [Eligibility requirements for the Higher School Certificate](#)

NESA: [HSC All My Own Work program](#)

## ATAR REQUIREMENTS

The **AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)** is calculated by the universities. The ATAR is a ranking of students used when deciding which students will be offered places in courses by universities.

To be eligible for an ATAR a student must complete at least ten units of Board Developed Courses including at least two units of English. The Board Developed Courses must include at least three courses of two units or greater, and at least four subjects.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses comprising:

- the best two units of English; and
- the best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.

### **Categorisation of Courses for ATAR**

Board Developed courses are classified by the universities as Category A or Category B. The criteria for Category A courses are academic rigour, depth of knowledge and understanding, and the degree to which the course contributes to assumed knowledge for tertiary studies. For a full listing of the new Category A courses see UAC's website at [www.uac.edu.au](http://www.uac.edu.au)

Only 2 units of Category B courses can contribute to an ATAR. Students must sit the optional HSC examination for the Category B course to contribute to the ATAR. Courses completed must include at least 3 BDCs of 2 units or greater and at least 4 subjects. Refer to the list of Category A and Category B courses published on the UAC website.

Students studying English Studies and seeking an ATAR must sit the optional HSC examination. Both English Studies and Mathematics Standard 1 are Category B courses. A student can sit the optional HSC examinations in both English Studies and Mathematics Standard 1, but in this case only the English Studies examination will contribute to the ATAR. Life Skills Courses, Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, do not satisfy requirements for the ATAR.

# SUBJECT / COURSE INFORMATION ARRANGED IN KLA GROUPING

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<b>Key Learning Area - English</b>
<b>Course: English Advanced (Board Developed Course)</b>
<b>Course Number:</b> 11140 English Advanced (2 units – Year 11) 15140 English Advanced (2 units – Year 12)
<i>2 Units for each Preliminary and HSC</i>
<b>Course Description:</b> <p>In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.</p> <p>Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.</p>
<b>Year 11 Course Content:</b> <ul style="list-style-type: none"> <li>Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.</li> <li>Two additional modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.</li> </ul>
<b>Year 12 Course Content:</b> <ul style="list-style-type: none"> <li>The HSC Common Content consists of one module Texts and Human Experiences common to the HSC English Standard, the HSC English Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.</li> <li>Three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued.</li> </ul>
<b>Course Requirements:</b> <p>Across Stage 6 the selection of texts will give students experience of:</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>
<b>Year 11 Course:</b> <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 texts and textual forms.</li> </ul>
<b>Year 12 Course:</b> <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 OR drama. The remaining text may be film or media or a nonfiction text OR may be selected from one of the categories already used</li> <li>at least two additional prescribed texts from the list provided in Module C: The Craft of Writing</li> <li>at least one related text in the Common module: Texts and Human Experiences.</li> </ul>

<b>Key Learning Area – English</b>
<b>Course: English Standard (Board Developed Course)</b>
<b>Course Number:</b> 11130 English Standard (2 units – Year 11) 15130 English Standard (2 units – Year 12)
<i>2 Units for each Preliminary and HSC</i>
<b>Course Description:</b>
<p>The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.</p>
<b>Year 11 Course Content</b>
<ul style="list-style-type: none"> <li>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.</li> <li>In two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> students explore and examine texts and analyse aspects of meaning</li> </ul>
<b>Year 12 Course Content</b>
<ul style="list-style-type: none"> <li>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.</li> <li>Three additional modules emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.</li> </ul>
<b>Course Requirements:</b>
<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>
<b>Year 11 course</b>
<p>Students are required to study:</p> <ul style="list-style-type: none"> <li>one complex multimodal or digital text in Module A <i>Contemporary Possibilities</i>. 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 of one poet</li> <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 texts and textual forms.</li> </ul>
<b>Year 12 course</b>
<p>Students are required to study:</p> <ul style="list-style-type: none"> <li>at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts</li> <li>at least two additional prescribed texts from the list provided in Module C: The Craft of Writing</li> <li>at least one related text in the Common module: Texts and Human Experiences.</li> </ul>

<b>Key Learning Area – English</b>
<b>Course: English Studies (Board Developed Course)</b>
<p><b>Course Number:</b>  30105 English Studies (2 units – Year 11)  15125 English Studies (2 units – Year 12)</p> <p><b>Optional examination:</b> English Studies students who intend to undertake the optional HSC examination must also be enrolled in: 15126 English Studies (2 units – Year 12)</p> <p><i>2 Units for each Preliminary and HSC</i></p>
<b>Course Description:</b>
<p>This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.</p>
<p><b>Year 11 Course Content</b></p> <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 two to four additional syllabus modules (selected based on their needs and interests).</li> <li>Students may also study an optional teacher-developed module</li> </ul>
<p><b>Year 12 Course Content</b></p> <ul style="list-style-type: none"> <li>The HSC Common Content consists of one module, Texts and Human Experiences, which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.</li> <li>Students study two to four additional syllabus modules (selected based on their needs and interests).</li> <li>Students may also study an optional teacher-developed module.</li> </ul>
<b>Course Requirements:</b>
<p>Across the English Standard 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> <li>a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> </ul>
<p><b>Year 11 course</b></p> <p>Students are required to:</p> <ul style="list-style-type: none"> <li>read, view, listen to and compose a wide range of texts including print and multimodal texts</li> <li>study at least one substantial print text (for example a novel, biography or drama)</li> <li>study at least one substantial multimodal text (for example film or a television series)</li> <li>be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> <li>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</li> <li>engage with the community through, for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li> </ul>
<p><b>Year 12 course</b></p> <p>Students are required to:</p> <ul style="list-style-type: none"> <li>read, view, listen to and compose a wide range of texts including print and multimodal texts</li> <li>study at least one substantial print text (for example a novel, biography or drama)</li> <li>study at least one substantial multimodal text (for example film or a television series)</li> <li>be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> <li>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</li> <li>engage with the community through, for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li> </ul> <p><b>In addition</b>, students in Year 12 <b>only</b> are required to: study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.</p>

<b>Key Learning Area – English</b>
<b>Course: English Extension 1 (Board Developed Course)</b>
<p><b>Course Number:</b>  11150 English Extension (1 unit – Year 11)  15160 English Extension 1 (1 unit – Year 12)</p> <p><b>Corequisites:</b>  11140 English Advanced (2 units – Year 11)  15140 English Advanced (2 units – Year 12)</p>
<i>1 unit for each of Preliminary and HSC</i>
<b>Course Description:</b>
<p>The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.</p> <p>Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.</p>
<p><b>Year 11 Course Content</b></p> <p>In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.</p> <p>The course has one mandatory module: Texts, Culture and Value as well as a related research project.</p>
<p><b>Year 12 Course Content</b></p> <p>In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.</p> <p>The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.</p> <p>The electives are:</p> <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>
<b>Course Requirements:</b>
<p>Across Stage 6 the selection of texts should give students experience of the following as appropriate:</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>• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.</li> </ul>
<p><b>Year 11 course</b></p> <p>Students are required to:</p> <ul style="list-style-type: none"> <li>• examine a key text from the past and its manifestations in one or more recent cultures</li> <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><b>Year 12 course</b></p> <p>Students are required to study:</p> <ul style="list-style-type: none"> <li>• at least THREE prescribed texts for the elective study which must include two print texts (as outlined in the <i>English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023</i> document)</li> <li>• at least TWO related texts.</li> </ul>

## Key Learning Area – English

### Course: English Extension 2 (Board Developed Course)

#### Course Number:

#### Prerequisites:

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

15160 English Extension 1 (1 unit – Year 12) prerequisite for English Extension 2

#### Corequisites:

11140 English Advanced (2 units – Year 11)

15140 English Advanced (2 units – Year 12)

#### Course Description:

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

#### Year 12 course Content

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

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

#### Course Requirements:

##### Year 12 course

Students are required to:

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

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

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



Key Learning Area – Mathematics	
Course: Mathematics Standard 1 (Board Developed Course)	
<b>Course Number:</b> 11236 Year 11 Mathematics Standard 30125 Year 12 Mathematics Standard 1	
<b>Prerequisite:</b> The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <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: <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>	
<b>Exclusions:</b> Students may NOT study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.	
<b>Course Description:</b> Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects. Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.	
<b>Course Requirements:</b> The study of Mathematics Standard 1 in Stage 6: <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> <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 (Category B) or the Mathematics Standard 2 Year 12 course (Category A)</li> <li><u>Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.</u></li> <li>To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.</li> </ul>	
<b>Year 11 course</b>  <b>Topic: Algebra</b> <ul style="list-style-type: none"> <li>Formulae and Equations</li> <li>Linear Relationships</li> </ul> <b>Topic: Measurement</b> <ul style="list-style-type: none"> <li>Applications of Measurement</li> <li>Working with Time</li> </ul> <b>Topic: Financial Mathematics</b> <ul style="list-style-type: none"> <li>Money Matters</li> </ul> <b>Topic: Statistical Analysis</b> <ul style="list-style-type: none"> <li>Data Analysis</li> <li>Relative Frequency and Probability</li> </ul>	<b>Year 12 course</b>  <b>Topic: Algebra</b> <ul style="list-style-type: none"> <li>Types of Relationships</li> </ul> <b>Topic: Measurement</b> <ul style="list-style-type: none"> <li>Right-angled Triangles</li> <li>Rates</li> <li>Scale Drawings</li> </ul> <b>Topic: Financial Mathematics</b> <ul style="list-style-type: none"> <li>Investment</li> <li>Depreciation and Loans</li> </ul> <b>Topic: Statistical Analysis</b> <ul style="list-style-type: none"> <li>Further Statistical Analysis</li> </ul> <b>Topic: Networks</b> <ul style="list-style-type: none"> <li>Networks and Paths</li> </ul>

Key Learning Area – Mathematics	
Course: Mathematics Standard 2 (Board Developed Course)	
<b>Course Number:</b> 11236 Year 11 Mathematics Standard 15236 Year 12 Mathematics Standard 2	
<b>Prerequisite:</b> The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <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: <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>	
<b>Exclusions:</b> Students may <b>not</b> study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.	
Course Description:	
<p>Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.</p> <p>In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.</p> <p>All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</p> <p>The study of Mathematics Standard 2 in Stage 6:</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 or undertaking further tertiary training.</li> </ul>	
Main Topics Covered:	
The Mathematics Standard Year 11 course comprises of four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:	
<b>Year 11 Course</b> <b>Topic: Algebra</b> <ul style="list-style-type: none"> <li>Formulae and Equations</li> <li>Linear Relationships</li> </ul> <b>Topic: Measurement</b> <ul style="list-style-type: none"> <li>Applications of Measurement</li> <li>Working with Time</li> </ul> <b>Topic: Financial Mathematics</b> <ul style="list-style-type: none"> <li>Money Matters</li> </ul> <b>Topic: Statistical Analysis</b> <ul style="list-style-type: none"> <li>Data Analysis</li> <li>Relative Frequency and Probability</li> </ul>	<b>Year 12 Course</b> <b>Topic: Algebra</b> <ul style="list-style-type: none"> <li>Types of Relationships</li> </ul> <b>Topic: Measurement</b> <ul style="list-style-type: none"> <li>Non-right-angled Trigonometry</li> <li>Rates and Ratios</li> </ul> <b>Topic: Financial Mathematics</b> <ul style="list-style-type: none"> <li>Investments and Loans</li> <li>Annuities</li> </ul> <b>Topic: Statistical Analysis</b> <ul style="list-style-type: none"> <li>Bivariate Data Analysis</li> <li>The Normal Distribution</li> </ul> <b>Topic: Networks</b> <ul style="list-style-type: none"> <li>Network Concepts</li> <li>Critical Path Analysis</li> </ul>

Key Learning Area – Mathematics	
Course: Mathematics Advanced (Board Developed Course)	
<b>Course Number:</b> 11255 Year 11 Mathematics Advanced 15255 Year 12 Mathematics Advanced	
<b>Prerequisite:</b> The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: <ul style="list-style-type: none"> <li>Algebraic techniques</li> <li>Surds and indices</li> <li>Equations</li> <li>Linear relationships</li> <li>Trigonometry and Pythagoras' theorem</li> <li>Single variable data analysis</li> <li>and at least some of the content from the following substrands of Stage 5.3:</li> <li>Non-linear relationships</li> <li>Properties of Geometrical Shapes.</li> </ul>	
<b>Exclusions:</b> Students may <b>not</b> study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.	
Course Description:	
The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. The study of Mathematics Advanced in Stage 6: <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 ways of thinking in which problems are explored through observation, reflection and reasoning</li> <li>provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role</li> <li>provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. This course is recommended for STEM careers.</li> </ul>	
Main Topics Covered:	
The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are:	
<b>Year 11 Course</b> <b>Topic: Functions</b> <ul style="list-style-type: none"> <li>Working with Functions</li> </ul> <b>Topic: Trigonometric Functions</b> <ul style="list-style-type: none"> <li>Trigonometry and Measure of Angles</li> <li>Trigonometric Functions and Identities</li> </ul> <b>Topic: Calculus</b> <ul style="list-style-type: none"> <li>Introduction to Differentiation</li> </ul> <b>Topic: Exponential and Logarithmic Functions</b> <ul style="list-style-type: none"> <li>Logarithms and Exponentials</li> </ul> <b>Topic: Statistical Analysis</b> <ul style="list-style-type: none"> <li>Probability and Discrete Probability Distributions</li> </ul>	<b>Year 12 Course</b> <b>Topic: Functions</b> <ul style="list-style-type: none"> <li>Graphing Techniques</li> </ul> <b>Topic: Trigonometric Functions</b> <ul style="list-style-type: none"> <li>Trigonometric Functions and Graphs</li> </ul> <b>Topic: Calculus</b> <ul style="list-style-type: none"> <li>Differential Calculus</li> <li>The Second Derivative</li> <li>Integral Calculus</li> </ul> <b>Topic: Financial Mathematics</b> <ul style="list-style-type: none"> <li>Modelling Financial Situations</li> </ul> <b>Topic: Statistical Analysis</b> <ul style="list-style-type: none"> <li>Descriptive Statistics and Bivariate Data Analysis</li> <li>Random Variables</li> </ul>

Key Learning Area – Mathematics	
Course: Mathematics Extension 1 (Board Developed Course)	
<b>Course Number:</b> 11250 Year 11 Mathematics Extension 15250 Year 12 Mathematics Extension 1	
<b>Prerequisite:</b> The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: <ul style="list-style-type: none"> <li>• Polynomials</li> <li>• Logarithms</li> <li>• Functions and Other Graphs</li> <li>• Circle Geometry.</li> </ul> <b>Exclusions:</b> Students may <b>not</b> study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.	
<b>Course Description:</b> The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. The study of Mathematics Extension 1 in Stage 6: <ul style="list-style-type: none"> <li>• enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>• provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively</li> <li>• provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality</li> <li>• provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level</li> <li>• provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.</li> </ul>	
<b>Main Topics Covered:</b> The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics. The Topics and Subtopics are:	
<b>Year 11 Course</b>  <b>Topic: Functions</b> <ul style="list-style-type: none"> <li>• Further Work with Functions</li> <li>• Polynomials</li> </ul> <b>Topic: Trigonometric Functions</b> <ul style="list-style-type: none"> <li>• Inverse Trigonometric Functions</li> <li>• Further Trigonometric Identities</li> </ul> <b>Topic: Calculus</b> <ul style="list-style-type: none"> <li>• Rates of Change</li> </ul> <b>Topic: Combinatorics</b> <ul style="list-style-type: none"> <li>• Working with Combinatorics</li> </ul>	<b>Year 12 Course</b>  <b>Topic: Proof</b> <ul style="list-style-type: none"> <li>• Proof by Mathematical Induction</li> </ul> <b>Topic: Vectors</b> <ul style="list-style-type: none"> <li>• Introduction to Vectors</li> </ul> <b>Topic: Trigonometric Functions</b> <ul style="list-style-type: none"> <li>• Trigonometric Equations</li> </ul> <b>Topic: Calculus</b> <ul style="list-style-type: none"> <li>• Further Calculus Skills</li> <li>• Applications of Calculus</li> </ul> <b>Topic: Statistical Analysis</b> <ul style="list-style-type: none"> <li>• The Binomial Distribution</li> </ul>

Key Learning Area – Mathematics	
Course: Numeracy (Content Endorsed Course)	
<p><b>Course Number:</b>  30130 Numeracy (2 units – Year 11)  30140 Numeracy (2 units – Year 12)</p> <p><b>Prerequisite:</b> NIL  <b>Exclusion:</b> NIL</p>	
Course Description:	
<p>The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.</p> <p>The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.</p> <p>The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.</p> <p>This is a CEC course and does not count towards an ATAR. It does not have a HSC exam.</p>	
Course Requirements:	
<p>The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:</p> <ul style="list-style-type: none"> <li>• interpret and use numerical information</li> <li>• solve problems using visual, spatial, financial and statistical literacy skills</li> <li>• think mathematically in practical situations</li> <li>• represent and communicate information</li> <li>• use the context to determine the reasonableness of solutions</li> </ul> <p>in order to manage situations and solve problems relating to their present and future needs.</p>	
<p><b>Year 11 Course</b>  The Numeracy Year 11 course content comprises 2 modules.</p> <p>The modules are divided into content areas.</p> <p><b>Module 1:</b>  1: Whole numbers  2: Operations with whole numbers  3: Distance, area and volume  4: Time  5: Data, graphs and tables</p> <p><b>Module 2:</b>  1: Fractions and decimals  2: Operations with fractions and decimals  3: Metric relationships  4: Length, mass and capacity  5: Chance</p>	<p><b>Year 12 Course</b>  The Numeracy Year 12 course content comprises 2 modules.  The modules are divided into content areas.</p> <p><b>Module 3:</b>  1: Percentages  2: Operations with numbers  3: Finance  4: Location, time and temperature  5: Space and design</p> <p><b>Module 4:</b>  1: Rates and ratios  2: Statistics and probability  3: Exploring with NRMT</p>

<b>Key Learning Area – Science</b>
<b>Course: Biology (Board Developed Course)</b>
<b>Course Number:</b> 15030 Year 12 - Biology (2 units) 11030 Year 11 – Biology (2 units)
<b>Exclusions:</b> NIL <i>2 units for Preliminary and HSC</i>
<b>Course Description:</b>
<b>Year 11 Course Content</b> The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.
<b>Year 12 Course Content</b> The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.
<b>Particular Course Requirements:</b>
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Fieldwork is also mandated in Year 11 and is an integral part of the learning process.</li> </ul>
<b>Main Topics Covered:</b>
<b>Year 11 Course</b> The Year 11 course consists of four modules. <ul style="list-style-type: none"> <li>Module 1 Cells as the Basis of Life</li> <li>Module 2 Organisation of Living Things</li> <li>Module 3 Biological Diversity</li> <li>Module 4 Ecosystem Dynamics</li> </ul>
<b>Year 12 Course</b> The Year 12 course consists of four modules. <ul style="list-style-type: none"> <li>Module 5 Heredity</li> <li>Module 6 Genetic Change</li> <li>Module 7 Infectious Disease</li> <li>Module 8 Non-infectious Disease and Disorders</li> </ul>

<b>Key Learning Area – Science</b>
<b>Course: Chemistry (Board Developed Course)</b>
<b>Course Number:</b> 11050 Chemistry (2 units – Year 11) 15050 Chemistry (2 units – Year 12) <b>Exclusions:</b> NIL
<i>2 units for Preliminary and HSC</i>
<b>Course Description:</b>
<b>Year 11 Course Content</b> The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.
<b>Year 12 Course Content</b> The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.
<b>Particular Course Requirements:</b>
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
<b>Main Topics Covered:</b>
<b>Year 11 Course</b> The Year 11 course consists of four modules. <ul style="list-style-type: none"> <li>Module 1 Properties and Structure of Matter</li> <li>Module 2 Introduction to Quantitative Chemistry</li> <li>Module 3 Reactive Chemistry</li> <li>Module 4 Drivers of Reactions</li> </ul>
<b>Year 12 Course</b> The Year 12 course consists of four modules. <ul style="list-style-type: none"> <li>Module 5 Equilibrium and Acid Reactions</li> <li>Module 6 Acid/base Reactions</li> <li>Module 7 Organic Chemistry</li> <li>Module 8 Applying Chemical Ideas</li> </ul>

<b>Key Learning Area – Science</b>
<b>Course: Physics (Board Developed Course)</b>
<b>Course Number:</b> 11310 Physics (2 units – Year 11) 15330 Physics (2 units – Year 12) <b>Exclusions:</b> NIL
<i>2 units for Preliminary and HSC</i>
<b>Course Description:</b>
<b>Year 11 Course Content</b> The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.
<b>Year 12 Course Content</b> The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.
<b>Particular Course Requirements:</b>
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
<b>Main Topics Covered:</b>
<b>Year 11 Course</b> <b>Core Modules</b> <ul style="list-style-type: none"> <li>Module 1 Kinematics</li> <li>Module 2 Dynamics</li> <li>Module 3 Waves and Thermodynamics</li> <li>Module 4 Electricity and Magnetism</li> </ul>
<b>Year 12 Course</b> <ul style="list-style-type: none"> <li>Module 5 Advanced Mechanics</li> <li>Module 6 Electromagnetism</li> <li>Module 7 The Nature of Light</li> <li>Module 8 From the Universe to the Atom</li> </ul>



<b>Key Learning Area – Science</b>
<b>Course: Earth and Environmental Science (Board Developed Course)</b>
<b>Course Number:</b> 11100 Earth and Environmental Science (2 units – Year 11) 15100 Earth and Environmental Science (2 units – Year 12) <b>Exclusions:</b> NIL
<i>2 units for Preliminary and HSC</i>
<b>Course Description:</b>
<b>Year 11 Course Content</b> The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth's resources and its surface.
<b>Year 12 Course Content</b> The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.
<b>Particular Course Requirements:</b>
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.</li> </ul>
<b>Main Topics Covered:</b>
<b>Year 11 Course</b> The Year 11 course consists of four modules. <ul style="list-style-type: none"> <li>Module 1 Earth's Resources</li> <li>Module 2 Plate Tectonics</li> <li>Module 3 Energy Transformations</li> <li>Module 4 Human Impacts</li> </ul>
<b>Year 12 Course</b> The Year 12 course consists of four modules. <ul style="list-style-type: none"> <li>Module 5 Earth's Processes</li> <li>Module 6 Hazards</li> <li>Module 7 Climate Science</li> <li>Module 8 Resource Management</li> </ul>

<b>Key Learning Area – Science</b>
<b>Course: Investigating Science (Board Developed Course)</b>
<b>Course Number:</b> 11215 Investigating Science (2 units – Year 11) 15215 Investigating Science (2 units – Year 12) <b>Exclusions:</b> NIL
<i>2 units for Preliminary and HSC</i>
<b>Course Description:</b>
<b>Year 11 Course Content</b> 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.
<b>Year 12 Course Content</b> 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.
<b>Particular Course Requirements:</b>
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
<b>Main Topics Covered:</b>
<b>Year 11 Course</b> The Year 11 course consists of four modules. <ul style="list-style-type: none"> <li>Module 1 Cause and Effect - Observing</li> <li>Module 2 Cause and Effect – Inferences and Generalisations</li> <li>Module 3 Scientific Models</li> <li>Module 4 Theories and Laws</li> </ul>
<b>Year 12 Course</b> The Year 12 course consists of four modules. <ul style="list-style-type: none"> <li>Module 5 Scientific Investigations</li> <li>Module 6 Technologies</li> <li>Module 7 Fact or Fallacy?</li> <li>Module 8 Science and Society</li> </ul>

<b>Key Learning Area – Human Society and its Environment</b>
<b>Course: Ancient History (Board Developed Course)</b>
<b>Course Number:</b> 11020 Ancient History (2 units – Year 11) 15020 Ancient History (2 units – Year 12)
<i>2 units for Preliminary and HSC</i>
<b>Course Description:</b>
<b>Year 11 Course Content</b> The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.
<b>Year 12 Course Content</b> The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.
<b>Course Requirements:</b>
<b>Year 11 Course</b> In the Year 11 course, students undertake at least TWO case studies. <ul style="list-style-type: none"> <li>One must be from Egypt, Greece, Rome or Celtic Europe, and</li> <li>One must be from Australia, Asia, the Near East or the Americas.</li> </ul>
<b>Year 12 course</b> The 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>Main Topics Covered:</b>
<b>Year 11 Course</b> The Year 11 course comprises three sections. <ul style="list-style-type: none"> <li><b>Investigating Ancient History</b> Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies</li> <li><b>Features of Ancient Societies</b> Students study at least two ancient societies</li> <li><b>Historical Investigation</b> Historical concepts and skills are integrated with the studies undertaken in Year 11.</li> </ul>
<b>Year 12 Course</b> The Year 12 course comprises four sections. <ul style="list-style-type: none"> <li><b>Core Study:</b> Cities of Vesuvius – Pompeii and Herculaneum</li> <li><b>One 'Ancient Societies' topic</b></li> <li><b>One 'Personalities in their Times' topic</b></li> <li><b>One 'Historical Periods' topic</b></li> </ul> Historical concepts and skills are integrated with the studies undertaken in Year 12.

## Key Learning Area – Human Society and its Environment

### Course: History Extension (Board Developed Course)

#### Prerequisites:

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

11020 Ancient History (2 units – Year 11)

11270 Modern History (2 units – Year 11)

#### Corequisites:

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

15020 Ancient History (2 units – Year 12)

15270 Modern History (2 units – Year 12)

*1 unit for HSC only*

#### Course Description:

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

#### Course Requirements:

The course requires students to undertake:

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

#### Main Topics Covered:

##### Year 12 course

The course comprises two sections.

##### Constructing History

- **Key questions**
  - Who are historians?
  - What are the purposes of history?
  - How has history been constructed, recorded and presented over time?
  - Why have approaches to history changed over time?
- **Case studies**
  - Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

##### History Project

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

<b>Key Learning Area – Human Society and its Environment</b>
<b>Course: Modern History (Board Developed Course)</b>
<b>Course Number:</b> 11270 Modern History (2 units – Year 11) 15270 Modern History (2 units – Year 12) <b>Exclusions:</b> NIL
<i>2 unit for each of Preliminary and HSC</i>
<b>Course Description:</b>
<b>Year 11 Course Content</b> 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.
<b>Year 12 Course Content</b> The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study in peace and conflict, and one study of change in the modern world.
<b>Course Requirements:</b>
<b>Year 11 Course</b> In the Year 11 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>
<b>Year 12 Course</b> Students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.
<b>Main Topics Covered:</b>
<b>Year 11 Course</b> The Year 11 course comprises three sections. <ul style="list-style-type: none"> <li><b>Investigating Modern History</b> <ul style="list-style-type: none"> <li>Students undertake at least ONE option from 'The Nature of Modern History', and at least TWO case studies.</li> </ul> </li> <li><b>Historical Investigation</b></li> <li><b>The Shaping of the Modern World</b> <ul style="list-style-type: none"> <li>At least ONE study from 'The Shaping of the Modern World' is to be undertaken.</li> </ul> </li> </ul> Historical concepts and skills are integrated with the studies undertaken in Year 11.
<b>Year 12 Course</b> The Year 12 course comprises four sections. <ul style="list-style-type: none"> <li><b>Core Study: Power and Authority in the Modern World 1919–1946</b></li> <li><b>One 'National Studies' topic</b></li> <li><b>One 'Peace and Conflict' topic</b></li> <li><b>One 'Change in the Modern World' topic</b></li> </ul> Historical concepts and skills are integrated with the studies undertaken in Year 12.

<b>Key Learning Area – Human Society and its Environment</b>
<b>Course: Business Studies (Board Developed Course)</b>
<b>Course Number:</b> 11040 Business Studies (2 units – Year 11) 15040 Business Studies (2 units – Year 12) <b>Exclusions:</b> NIL
<i>2 units for Preliminary and HSC</i>
<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 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>Particular Course Requirements:</b>
In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business.
<b>Main Topics Covered:</b>
<b>Year 11 course</b> <ul style="list-style-type: none"> <li>• <b>Nature of business:</b> The role and nature of business</li> <li>• <b>Business management:</b> The nature and responsibilities of management</li> <li>• <b>Business planning:</b> Establishing and planning a small to medium enterprise</li> </ul>
<b>Year 12 course</b> <ul style="list-style-type: none"> <li>• <b>Operations:</b> Strategies for effective operations management</li> <li>• <b>Marketing:</b> Development and implementation of successful marketing strategies</li> <li>• <b>Finance:</b> Financial information in the planning and management of business</li> <li>• <b>Human resources:</b> Human resource management and business performance</li> </ul>

<b>Key Learning Area – Human Society and its Environment</b>
<b>Course: Geography (Board Developed Course)</b>
<b>Course Number:</b> 11190 Geography (2 units – Year 11) 15190 Geography (2 units – Year 12) <b>Exclusions:</b> NIL
<i>2 unit for each of Preliminary and HSC</i>
<b>Course Description:</b>
<b>Year 11 Course Content</b> 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.
<b>Year 12 Course Content</b> 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.
<b>Particular Course Requirements:</b>
Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.
<b>Main Topics Covered:</b>
<b>Year 11 Course</b> <ul style="list-style-type: none"> <li>• <b>Biophysical Interactions:</b> How biophysical processes contribute to sustainable management</li> <li>• <b>Global Challenges:</b> Geographical study of issues at a global scale</li> <li>• <b>Senior Geography Project:</b> A geographical study of student's own choosing</li> </ul>
<b>Year 12 Course</b> <ul style="list-style-type: none"> <li>• <b>Ecosystems at Risk:</b> The functioning of ecosystems, their management and protection</li> <li>• <b>Urban Places:</b> Study of cities and urban dynamics</li> <li>• <b>People and Economic Activity:</b> Geographic study of economic activity in a local and global context</li> <li>• <b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</li> </ul>

<b>Key Learning Area – Human Society and its Environment</b>
<b>Course: Legal Studies (Board Developed Course)</b>
<b>Course Number:</b> 11220 Legal Studies (2 units – Year 11) 15220 Legal Studies (2 units – Year 12) <b>Exclusions:</b> NIL
<i>2 unit for each of Preliminary and HSC</i>
<b>Course Description:</b>
<b>Year 11 Course Content</b> The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.
<b>Year 12 Course Content</b> The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies, which consider how changes in societies influence law reform.
<b>Main Topics Covered:</b>
<b>Year 11 Course</b> <ul style="list-style-type: none"> <li>• Part I – The Legal System</li> <li>• Part II – The Individual and the Law</li> <li>• Part III – The Law in Practice</li> </ul> The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.
<b>Year 12 Course</b> <ul style="list-style-type: none"> <li>• Core Part I: Crime</li> <li>• Core Part II: Human Rights</li> <li>• Part III: Two options</li> </ul> Two options are chosen from: <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> Each topic's themes and challenges should be integrated into the study of the topic.



## Key Learning Area – Creative and Performing Arts

### Course: Drama (Board Developed Course)

#### Course Number:

11090 Drama (2 units – Year 11)

15090 Drama (2 units – Year 12)

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

*2 unit for each of Preliminary and HSC*

#### Course Description:

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

#### Particular Course Requirements:

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

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

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

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

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

#### Main Topics Covered:

##### Year 11 Course

Students engage with these components (making, performing and critically studying) through collaborative and individual experiences.

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

##### Year 12 Course

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

##### Group Performance

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

##### Individual Project

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

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

##### Topics

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

<b>Key Learning Area – Creative and Performing Arts</b>
<b>Course: Visual Arts (Board Developed Course)</b>
<b>Course Number:</b> 11380 Visual Arts (2 units – Year 11) 15400 Visual Arts (2 units – Year 12) <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 <i>2 unit for each of Preliminary and HSC</i>
<b>Course Description:</b> Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students develop their own artworks, culminating in a 'body of work' in the HSC course. 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.
<b>Particular Course Requirements:</b>
<b>Year 11 Course Content</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>
<b>Year 12 Course Content</b> <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>
<b>Main Topics Covered:</b>
<b>Year 11 Course</b> Preliminary Course learning opportunities focus on: <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>
<b>Year 12 Course</b> HSC Course learning opportunities focus on: <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 Fees;</b>
<b>\$60 per year</b>

<b>Key Learning Area – Personal Development, Health and Physical Education</b>
<b>Course: Personal Development, Health and Physical Education (Board Developed Course)</b>
<b>Course Number:</b> 15320 Personal Development, Health and Physical Education (2 units – Year 12) 11300 Personal Development, Health and Physical education (2 units – Year 11) <b>Exclusions:</b> NIL
<i>2 unit for each of Preliminary and HSC</i>
<b>Course Description:</b>
<b>Year 11 Course Content</b> 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.
<b>Year 12 Course Content</b> 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.
<b>Particular Course Requirements:</b>
In addition to core studies, students select <b>two</b> options in each of the Preliminary and HSC courses.
<b>Main Topics Covered:</b>
<b>Year 11 Course</b> <b>Core Topics</b> (60%) <ul style="list-style-type: none"> <li>• Better Health for Individuals</li> <li>• The Body in Motion</li> </ul> <b>Optional Component</b> (40%) Students to select <b>two</b> options each from: <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Composition and Performance</li> <li>• Fitness Choices</li> </ul> Outdoor Recreation <ul style="list-style-type: none"> <li>• </li> </ul>
<b>Year 12 Course</b> <b>Core Topics</b> (60%) <ul style="list-style-type: none"> <li>• Health Priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul> <b>Optional Component</b> (40%) Students to select <b>two</b> options each from: <ul style="list-style-type: none"> <li>• The Health of Young People</li> <li>• Sport and Physical Activity in Australian Society</li> <li>• Sports Medicine</li> <li>• Improving Performance</li> <li>• Equity and Health</li> </ul>

Key Learning Area – Technological and Applied Studies (TAS)
<b>Course: Agriculture (Board Developed Course)</b>
<b>Course Number:</b> 15010 Agriculture (2 units – Year 12) 11010 Agriculture (2 units – Year 11)
<b>Exclusions:</b> NIL
<i>2 unit for each of Preliminary and HSC</i>
<b>Course Description:</b>
<b>Year 11 Course Content</b> The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issues of sustainability of the farming system. This is an 'on-farm', environment-orientated course.
<b>Year 12 Course Content</b> The Higher School Certificate course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production and places a greater emphasis on farm management to maximise productivity and environmental sustainability. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from both national and international perspectives. This is achieved through the farm product study. Australian agriculture faces many challenges and significant and continuous change is needed to address these challenges. New computer, satellite, robotic and biological technologies are being integrated into management systems. As farmers need to respond to changing economic, social and climatic conditions, the electives focus on innovations, issues and challenges facing Australian agriculture.
<b>Particular Course Requirements:</b>
Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.
<b>Main Topics Covered:</b>
<b>Year 11</b> <ul style="list-style-type: none"> <li>• Overview of Australian Agriculture (15%)</li> <li>• The Farm Case Study (25%)</li> <li>• Plant Production (30%)</li> <li>• Animal Production (30%)</li> </ul>
<b>Year 12</b> <b>Core Topics (80%)</b> <ul style="list-style-type: none"> <li>• Plant/Animal Production (50%)</li> <li>• Farm/Product Study (30%)</li> </ul>
<b>Optional Components (20%)</b> Choose 1 Elective <ul style="list-style-type: none"> <li>• Agri-food, Fibre and Fuel Technologies</li> <li>• Climate Challenge</li> <li>• Farming for the 21st Century</li> </ul>

<b>Key Learning Area – Technological and Applied Studies (TAS)</b>
<b>Course: Design and Technology (Board Developed Course)</b>
<b>Course Number:</b> 15080 Design and Technology (2 units – Year 12) 11080 Design and Technology (2 units – Year 11)
<b>Exclusions:</b> NIL <i>2 unit for each of Preliminary and HSC</i>
<b>Course Description:</b>
<b>Year 11 Course Content</b> The Preliminary course will involve a minimum of two design projects. Each project will place emphasis on the development of different skills and knowledge in designing and producing. Students must participate in hands-on, practical activities to achieve the outcomes of this course. Students should develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Design projects must involve the design, production and evaluation of a product, system or environment that includes evidence of design processes recorded in a design folio, which may be in a variety of different forms. Students should be encouraged to communicate their design ideas using a range of appropriate media.
<b>Year 12 Course Content</b> The HSC course includes the development and realisation of the major design project, a case study of an innovation and other teaching and learning activities. The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. The students relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects. The case study involves the critical analysis of an innovation. By conducting a detailed case study of an innovation, students will be able to identify the factors underlying the success of the innovation; analyse ethical issues in relation to the innovation; and discuss the impact of the innovation on Australian society. They may also be able to apply processes similarly in the exploration and development of the major design project.
<b>Particular Course Requirements:</b>
As part of this study, students will complete a major design project.
<b>Main Topics Covered:</b>
<b>Year 11</b> Designing and Producing The study of design theory and practice, design processes, factors affecting designing and producing, design and production processes in domestic, community, industrial and commercial settings, technologies in industrial and commercial settings, environmental and social issues, creative approaches to design, collaborative approaches to design, project analysis, marketing and market research, techniques, materials, tools and other resources, the realisation of ideas through the manipulation of techniques, materials tools and other resources, work health and safety, evaluation, project management, factors affecting management, communication, research methods, interpreting and presenting data, ethics in research, manufacturing and production, computer-based technologies. As part of this study, students will complete a minimum of two design projects.
<b>Year 12</b> Innovation and Emerging Technologies The study of designs and design practice, factors which may impact on successful innovation, entrepreneurial activity, the impact of emerging technologies, the impact on Australian society, historical and cultural influences, ethical and environmental issues, creativity. As part of this study, students will complete a case study of an innovation which includes reference to the above factors. Designing and Producing The study of Project proposal and project management – identification and exploration of the need – areas of investigation – criteria to evaluate success – action, time and finance plans, Project development and realisation – design theory and practice – creativity – research – development and evaluation of ideas – study of practices in industrial and commercial settings – production techniques – communication – safe working practices – selection and use of resources, Project evaluation – criteria for evaluation – analysis of evaluation – impact of the major design project on the individual, society and the environment.
<b>Course Fees:</b>
<b>\$ per year - TBC</b>

<b>Key Learning Area – Technological and Applied Studies (TAS)</b>
<b>Course: Food Technology (Board Developed Course)</b>
<b>Course Number:</b> 15180 Food Technology (2 units – Year 12) 11180 Food Technology (2 units – Year 11) <b>Exclusions:</b> NIL
<i>2 unit for each of Preliminary and HSC</i>
<b>Course Description:</b>
<b>Year 11 Course Content</b> The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.
<b>Year 12 Course Content</b> The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.
<b>Particular Course Requirements:</b>
There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.
<b>Main Topics Covered:</b>
<b>Year 11</b> <ul style="list-style-type: none"> <li>• Food Availability and Selection</li> <li>• Food Quality</li> <li>• Nutrition</li> </ul>
<b>Year 12</b> <ul style="list-style-type: none"> <li>• The Australian Food Industry</li> <li>• Food Manufacture</li> <li>• Food Product Development</li> <li>• Option – Contemporary Food Issues in Nutrition</li> </ul>
<b>Course Fees:</b>
<b>\$90 per year</b>

<b>Key Learning Area – Technological and Applied Studies (TAS)</b>
<b>Course: Industrial Technology (Board Developed Course)</b>
<b>Course Number:</b> 15200 Industrial Technology (2 units – Year 12) 11200 Industrial Technology (2 units – Year 11) <b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed courses <i>2 unit for each of Preliminary and HSC</i>
<b>Course Description:</b> Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.  The Focus Areas include Graphics Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.
<b>Particular Course Requirements:</b> In the Preliminary course, students must design, develop and construct a minimum of 2 projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.
<b>Main Topics Covered:</b> <b>Year 11</b> The following sections are taught in relation to the relevant focus area through several mirror projects. <ul style="list-style-type: none"> <li>• Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety</li> <li>• Design and Management – designing, drawing, computer applications, project management</li> <li>• Workplace Communication – literacy, calculations, graphics</li> <li>• Industry-specific Content and Production.</li> </ul> <b>Year 12</b> The following sections are taught in relation to the relevant focus area through the development of a <b>Major Project and Folio</b> and a study of the relevant industry: <ul style="list-style-type: none"> <li>• Industry Study</li> <li>• Design and Management</li> <li>• Workplace Communication</li> <li>• Industry-specific Content and Production.</li> </ul>
<b>Course Fees:</b>
<b>\$95 per year</b>



### Information for Students Undertaking School Delivered VET Courses

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

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

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

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

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

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

#### Optional External HSC Examination

Students who sit for the optional HSC exam will have an estimate mark submitted to the NSW Education Standards (NESA) by the school. This estimate mark will only be used in the event of a claim of misadventure.

#### Assessment Procedures

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

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

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

#### Student Selection, enrolment and induction procedures

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

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



**Fees and charges**

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

**VET Enrolment**

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

**Freedom of Information and Privacy**

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

**Credit Transfer and Recognition of Prior Learning (RPL)**

Credit transfer (CT) is available to students who produce evidence of achievement of competency from another RTO. Schools will seek RTO advice on how this CT evidence is to be validated. RPL may also be available to students who can provide sufficient evidence of skills attained previously. RPL applications must be completed on enrolment or before training. Students seeking RPL should follow the RPL procedure outlined in the RTO Student Guide.

**Work Placement**

Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction. Work placement induction will also be undertaken to assist students to be work ready before the first work placement. Students are required to complete a Work Placement Journal during work placement.

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

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


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

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


**Unique Student Identifier**


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

The USI provides easy access through an online account to all VET training records and results throughout life.

 Education		2024 Construction Course Descriptor CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3) RTO - Department of Education - 90333, 90222, 90072, 90162	
This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.			
Course: <b>Construction</b> Board Developed Course (240 hour)		<b>2 or 4 Preliminary and/or HSC units in total</b> Industry Curriculum Framework (ICF) - Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3) <a href="https://training.gov.au/Training/Details/CPC20220">https://training.gov.au/Training/Details/CPC20220</a> & <a href="https://training.gov.au/Training/Details/CPC20120">https://training.gov.au/Training/Details/CPC20120</a> . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.			
<b>Entry Requirements</b> You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a construction environment and be able to use a personal digital device including a personal computer or laptop.			
<b>Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency</b>			
<b>Core Units</b> CPCCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry CPCCOM1012 Work effectively and sustainably in the Construction Industry CPCCOM1013 Plan and organise work CPCCVE1011 Undertake a basic construction project CPCCOM1015 Carry out measurement and calculations		<b>Elective Units</b> CPCCCM1011 Undertake basic estimation and costing CPCCOM2001 Read and interpret plans and specifications CPCCCA2002 Use carpentry tools and equipment CPCCCA2011 Handle carpentry materials CPCCCM2005 Use construction tools and equipment CPCWHS1001 Prepare to work safely in the construction industry	
<b>Option 1</b>	CPCCBL2001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	
<b>Option 2</b>	CPCCWF2002 CPCCCM2013	Use wall and floor tiling equipment Undertake basic installation of wall tiles	
<b>Option 3</b>	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	
<b>White Card</b> CPCCWHS1001 - Prepare to work safely in the construction industry. <b>The General Construction Induction Training (White Card) will be delivered as part of this course.</b>		Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. <b>Online courses are NOT recognised by the Department of Education.</b>	
<b>Students may apply for Recognition of Prior Learning (RPL) and for credit transfer before delivery, provided suitable evidence is submitted.</b>			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>			
This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.		This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.	
<b>Examples of occupations in the construction industry:</b> This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer			
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. <b>External Assessment</b> The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
<b>Competency-Based Assessment</b> In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency. <b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
<b>Course Cost: Preliminary - \$85 HSC - \$85</b> <b>School Specific equipment and associated requirements for students</b>			<b>Refunds-</b> Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2024 Course Descriptor CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction RTO - Department of Education - 90333, 90222, 90072, 90162 0.21 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support			
			Version



		<b>2024 Hospitality Course Descriptor</b> <b>SIT20322 Certificate II in Hospitality – Release 1</b> <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b>	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>			
<b>Course: Hospitality</b> Board Developed Course (240 hour)		<b>2 or 4 Preliminary and/or HSC units in total</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality – Release 1 <a href="https://training.gov.au/training/details/SIT20322">https://training.gov.au/training/details/SIT20322</a> . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
<b>Entry Requirements</b> You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a hospitality environment and be able to use a personal digital device including a personal computer or laptop.			
<b>Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency</b>			
<b>Core</b> BSBTWK201 Work effectively with others SITHIND007 Use hospitality skills effectively SITHIND006 Source and use information on the hospitality industry SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices SITXCCS011 Interact with customers		<b>Elective</b> SITXFSA005 Use hygienic practices for food safety SITHCCC025 Prepare and present sandwiches SITXFSA006 Participate in safe food handling practices SITHFAB024 Prepare and serve non-alcoholic beverages SITHFAB025 Prepare and serve espresso coffee SITHFAB027 Serve food and beverages	
<b>Students may apply for Recognition of Prior Learning (RPL) and for credit transfer before delivery, provided suitable evidence is submitted.</b>			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>			
<ul style="list-style-type: none"><li>Working within the hospitality industry involves</li><li>organising information and records in both paper and electronic forms</li><li>customer (client) service</li></ul>		<ul style="list-style-type: none"><li>teamwork</li><li>using technologies</li><li>creating documents</li></ul>	
<b>Examples of occupations in the hospitality industry:</b>			
<ul style="list-style-type: none"><li>Café Attendant</li><li>Waiter/Waitress</li></ul>		<ul style="list-style-type: none"><li>Catering Assistant</li><li>Barista</li><li>Food and Beverage Attendant</li><li>Bartender</li></ul>	
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. <b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
<b>Competency-Based Assessment</b> In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
<b>Course Cost: Preliminary - \$90 HSC - \$90</b> <b>School Specific equipment and associated requirements for students</b>		<b>Refunds</b> Refund arrangements are on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course. For more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2024 Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.3 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i>			

		<b>2024 Primary Industries Course Descriptor</b> <b>AHC20116 Certificate II in Agriculture</b> <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b>	
This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.			
Course: <b>Primary Industries</b> Board Developed Course (240 hour)		<b>2 or 4 Preliminary and/or HSC units in total</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of AHC20116 Certificate II in Agriculture <a href="https://training.gov.au/training/details/ahc20116">https://training.gov.au/training/details/ahc20116</a> . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 3 core and 15 elective units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
<b>Entry Requirements</b> You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course, you should be interested in working in an agricultural environment and be able to use a personal digital device including a personal computer or laptop.			
<b>Agriculture, Horticulture and Conservation and Land Management Training Package (AHC 8.0) Units of Competency</b>			
<b>Core</b> AHCWHS201 Participate in work health and safety processes AHCWRK204 Work effectively in the industry AHCWRK209 Participate in environmentally sustainable work practices.		<b>Elective - continued</b> *AHCMOM202 Operate tractors *AHCMOM304 Operate machinery and equipment *AHCLSK211 Provide feed for livestock *AHCLSK209 Monitor water supplies *AHCINF202 Install, maintain and repair farm fencing *AHCINF201 Carry out basic electric fencing operations *AHCNSY207 Undertake propagation activities *AHCNSY205 Pot up plants *AHCSOL203 Assist with soil or growing media sampling and testing *AHCLSK316 Prepare livestock for competition *AHCBI0203 Inspect and clean machinery, tools and equipment to preserve biosecurity  * Trainer will advise on elective units chosen. Not all units of competency are available.	
<b>Elective</b> AHCWRK205 Participate in workplace communications AHCWRK201 Observe and report on weather AHCPMG201 Treat weeds AHCHM201 Apply chemicals under supervision AHCLSK202 Care for health and welfare of livestock AHCLSK205 Handle livestock using basic techniques AHCLSK206 Identify and mark livestock AHCLSK204 Carry out regular livestock observations AHCPMG202 Treat plant pests, diseases and disorders AHCNSY206 Care for nursery plants AHCPM204 Recognise plants			
Students may apply for Recognition of Prior Learning (RPL) and for credit transfer before delivery, provided suitable evidence is submitted.			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>			
This qualification provides a general vocational outcome in agriculture.		The qualification enables individuals to select a livestock production, plant or livestock context as a job focus.	
<b>Examples of occupations in the agricultural industry:</b> <ul style="list-style-type: none"><li>• farm or station hand/labourer</li><li>• nursery assistant</li><li>• assistant farm or station worker</li><li>• shearing hand</li><li>• livestock worker</li><li>• assistant animal attendant/stockperson</li></ul>			
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.			
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Primary Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
<b>Competency-Based Assessment</b> In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
<b>Course Cost: Preliminary - Nil HSC - Nil</b> <b>School Specific equipment and associated requirements for students</b>		<b>Refunds</b> Refund arrangements are on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2024 Course Descriptor AHC20116 Certificate II in Agriculture RTO - Department of Education - 90333, 90222, 90072, 90162 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support			
			Version 0.10



# APPENDIX 1 EXCERPTS – EDUCATION ACT

The following information from the [Education Act 1990 No 8](#) underpins NESA's rules and regulations. In the legislation, 'the Authority' refers to NESA. The numbers '95' and '12' refer to the corresponding sections of the legislation. More specific information is provided in Section 2 – HSC checklist and reminders.

## **12 Curriculum for Higher School Certificate candidates**

(1) The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description determined by the Minister on the recommendation of the Authority are to be provided for each student in each Year,
- (b) those courses of study are to include a course of study in English,
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Authority,
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.

## **95 Higher School Certificate**

(1) Higher School Certificates are to be granted by the Authority to students:

- (a) who have been granted a Record of School Achievement or who have attained such other qualifications as the Authority considers satisfactory, and
- (b) who:
  - (i) have attended a government school, or
  - (ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or
  - (iii) have attended a school outside New South Wales recognised by the Authority or a TAFE establishment, and
- (c) who have participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
- (d) who have been accepted by the Authority as having satisfactorily completed those courses of study, and
- (e) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment, and
- (f) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority.

(2) The requisite examination or other assessment must include a public examination conducted on a State-wide basis.

(3) The Authority may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in opinion of the Authority, be justified.

# APPENDIX 2

## Pattern of study checklist

Students who will complete the HSC in 2024 should meet the following pattern of study requirements:

- ☐ at least 12 units of Year 11 courses and
- ☐ at least 10 units of Year 12 courses.

Check that both patterns include:

- ☐ at least 6 units of Board Developed Courses
- ☐ at least 2 units of a Board Developed Course in English
- ☐ at least 3 courses of 2 units value or greater  
(either Board Developed or Board Endorsed courses)
- ☐ at least 4 subjects
- ☐ a maximum of 6 Year 11 units and 7 Year 12 units from courses in science,  
where science is included.

Refer to:

ACE 8005: [Pattern of study for the Higher School Certificate](#)

ACE 8006: [Pattern of study for Higher School Certificate Science](#)

Also check the pattern of study to ensure:

- ☐ students meet eligibility requirements for English EAL/D and languages
- ☐ students have completed 'HSC: All My Own Work' (or its equivalent)
- ☐ there are no exclusions in the course combinations
- ☐ students seeking an Australian Tertiary Admission Rank (ATAR) meet eligibility requirements
- ☐ Board Endorsed Courses (BEC) have current endorsement.

Please note information on:

- ☐ [school-based assessment and reporting](#) requirements
- ☐ [students with disability](#).

Refer to:

School BEC decision letters or check BEC decisions via [Schools Online Syllabuses A-Z \(Stage 6\)](#) for course descriptions of relevant syllabuses

## CONTACT US

Street Address: Smith Street, HARDEN NSW 2587

Postal Address: PO Box 131, HARDEN NSW 2587

Telephone: 02 6386 2755

School Email: [murrumburr-h.school@det.nsw.edu.au](mailto:murrumburr-h.school@det.nsw.edu.au)

Website: <https://murrumburr-h.schools.nsw.gov.au/>

