

Senior Prospectus

An Information Package for Students

Preliminary Course 2018

HSC Course 2019

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**Introduction**

The next few weeks are a significant and important time for all our Year 10 students as they ‘weigh up’ what they are going do over the next few years. Years 11 and 12 are not just for students who want to go to tertiary education. There are now courses that cater for a whole range of interests and abilities.

Senior school, however, is very challenging for all students and success can only come about through-

1. **selecting courses that are appropriate to your interests and abilities**
2. **being prepared to do a lot of hard work and being prepared to do extra work outside of school time each day**
3. **taking responsibility for your own learning and not relying on others to ‘push you along’**

The NSW Government has made the law that requires all students to complete schooling to Year 10 level and then they must remain at school until they are seventeen, unless they have full time employment. They have done this because being skilled is no longer a ‘bonus’ for those about to enter the work force, rather it is a requirement. If you want a job, a good job, that will be satisfying and rewarding you are going to require skills - it is as simple as that.

Put simply, there is no point in coming back to school ‘for something to do’. *Come back with the clear aim that you are going to do something for yourself that is going to help you have an enjoyable and successful life***.**

Selecting the appropriate courses to study in the Senior Years - Year 11 and 12 - is a vital decision.

**We want students in Year 11 who are there for a purpose, who will approach their studies in a mature way, and who we are confident will give it their best shot no matter what their abilities. Even if you intend to leave school prior to the end of Year 12, taking away a quality school reference and school reports can be critical to you finding employment.**

We urge all students to read this prospectus carefully, to talk with their parents and teachers and then make informed decisions. I wish all of you the very best and if you need help don’t hesitate to call out for it.

Helen McRae, Principal.

* **Glossary of Key Terms:**

Listed below are explanations of some of the terms used throughout this booklet.

**BOARD DEVELOPED COURSES**

A course whose syllabus has been provided by the Board of Studies. It is assessed by public examination at the end of Year 12, the Higher School Certificate (HSC) exam.

**BOARD ENDORSED COURSES**

A subject whose syllabus has been designed by the Board of Studies or the school to cater for the special needs and interests of the students. It has been approved by the Board of Studies. It is assessed by the school and there is no external examination. Such courses completed in Year 12 will appear on the HSC with a mark but will not count towards an Australian Tertiary Admission Rank (ATAR).

**VOCATIONAL EDUCATION & TRAINING (VET) COURSES**

A course whose syllabus has been provided by the Board of Studies. These courses count towards the award of the HSC and can be counted towards the ATAR in some cases.

**SUBJECT**

The general name given to an area of study. A subject may have several courses. Eg. English is a subject.

**COURSES**

A course is a branch of study within a subject. Eg. English Standard, English Advanced, English Studies.

**UNIT VALUE**

One unit of study is equivalent to a possible 50 marks.

**ONE UNIT**

A course of study that involves a teaching time equivalent to three or four 1 hour periods a fortnight.

**TWO UNITS**

A course of study that involves a teaching time equivalent to seven 1 hour periods a fortnight. An extra period of work per course is required to be completed during IXL sessions.

**EXTENSION UNIT(S)**

In some subjects it is possible to do more than two units of study. One extension unit means an additional four 1 hour periods per fortnight and two extension units means an additional eight 1 hour teaching periods.

**AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)**

The ATAR is a scale between 0 and 99.95, determined by the Universities, which indicates your placing in the State, relative to all other candidates for the HSC. The top students will receive a rank of 99.95 and all other candidates will be ranged below that number.

**HIGHER SCHOOL CERTIFICATE (HSC)**

Is the final credential a student receives on completing Year 12 and will include all courses that are completed in Year 12 and their marks.

**PRELIMINARY COURSE (Year 11)**

A course that must be completed satisfactorily before a student can progress to ‘Stage 2’ of a course. This course will take approximately 3 terms to complete for a normal 2 unit course.

**HSC COURSE (year 12)**

What may be referred to as ‘Stage 2’ of a course. This course will also take approx. 3-4 terms to complete. The vast majority of the HSC exam will be based on this course.

**RECORD OF SCHOOL ACHIEVEMENT (ROSA)**

If a student chooses to leave school after the first half of Year 11 they will be eligible to receive a ROSA. This will be a record of all the courses they have completed from Year 10 -12 and the grade they achieved in that course.

* **How to choose subjects for the Year 11/Preliminary and Year 12/HSC Course:**

To use this course information book successfully students should use the following steps as a checklist:

* Read this prospectus carefully.
* The time has come when you must start thinking about your life after school.
* Discuss possible career paths with your parents.
* Identify possible career paths with the Careers Adviser.
* Decide the most appropriate course of study (“pathway”) for your interests and requirements.
* Choose the subjects needed to satisfy your needs/interests.
* Check that your choices satisfy the HSC requirements.
* Use all the experts (Year Adviser, Deputy Principal, Head Teachers, and class teachers) to ensure you have chosen the appropriate subject and level.
* Check that you meet any pre-requisites if you have a particular tertiary course in mind
* Think very carefully about your choices. Be realistic, be honest with yourself, this is all about you thinking about your life ahead of you. Be realistic in considering your study commitments, time availability and other responsibilities.

**REMEMBER:**

**DO** *1. Select the subjects you are good at.*

*2. Select the subjects you will enjoy.*

*3. Select the subjects you need to meet your future goals.*

**DO NOT** *1. Select subjects based on your friends’ choices.*

*2. Select subjects based on who the teacher might be.*

*3. Select subjects to try and manipulate the scaling process.*

* **What types of courses can I select?**

There are different types of courses that you can select in Years Eleven and Twelve.

**Board Developed Courses**

These courses are developed by the Board of Studies. For each course the following information is available:

* The course objectives, structure, content and outcomes.
* Specific course requirements.
* Assessment requirements.
* Sample examination papers and marking guidelines.
* The performance scale (except for Vocational Education and Training Courses).

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

These courses can be **Category** **A** or **Category** **B**.

**Board Endorsed Courses**

There are two main types of Board Endorsed Courses – Content Endorsed Courses (CEC) and School Developed Courses (SDC).

* Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses.
* Schools may also develop courses to meet student needs. These courses must be approved by the Board of Studies. Once approval is granted, schools offer selected courses to senior students as part of their Higher School Certificate.

Please note: Some Board Endorsed Courses are one-year courses.

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

**Vocational Education and Training (VET) Courses** – either Board Developed or Board Endorsed

* Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian

Qualification Framework (AQF). The national framework is recognised across Australia and helps students move easily between the various education and training sectors and employment. Students have to undertake a minimum of 70 hours of work placement or they can be granted recognized prior learning if the employment they already undertake is assessed as meeting work placement requirements. Students receive a Certificate II if they attain all the competencies being studied or a certificate of Attainment which states the competencies the student has been deemed to be competent in. Some of these courses will be delivered by schools, while others will be delivered by TAFE or outside providers.

Further information about VET courses appears in the section listing the Higher School Certificate Courses available.

**Life Skills Courses** as part of a Special Program of Study

Stage 6 (Years Eleven and Twelve) Life Skills courses will be available for students following a Special Program of study for the Higher School Certificate.

Students accessing a Special Program of study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of study in Stage 5 (Years Nine and Ten). Further, participation in a Special Program of study will be based upon an individual transition-planning process which will occur for both the Preliminary and Higher School Certificate years.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit Higher School Certificate course.

* **What are Units?**

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units. Each unit involves class time of approximately 2 hours per week. In the Higher School Certificate each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

**1 unit – 4 hours per week (approx. 120 hours per year). Marks out of 50**

**2 units – 8 hours per week (approx. 240 hours per year). Marks out of 100**

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

**2 unit Course:**  This is the basic structure for all courses.

**Extension 1 and Extension 2 Course:**

Extension study is available in a number of subjects. Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of 2 unit courses, and are available in English, Mathematics, Science, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.

English and Mathematics Extension Courses are available at Preliminary and Higher School Certificate levels. Students must study the Preliminary extension course in these subjects before proceeding to the two Higher School Certificate extension courses The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

Higher School Certificate extension courses in subjects other than English and Mathematics are offered and examined in Year Twelve only.

**1 Unit Courses:** There are a number of 1 unit Board Endorsed Courses. These courses do not count towards an ATAR.

* **Requirements for the award of the Higher School Certificate**

If you wish to be awarded the Higher School Certificate, you must study a minimum of **12 units in the Preliminary and HSC courses** (there may be some exceptions to this in special cases in the HSC course). Both the Preliminary course and the Higher School Certificate course must include the following:

* At least 6 units from Board Developed Courses including at least 2 units 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 Higher School Certificate eligibility.
* You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
* You must have sat for and made a serious attempt at the required Higher School Certificate examinations.

**Additional Information:**

* If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the Higher School Certificate course. However, Finley High school recommends that students continue with 12 units for year 12 studies.
* If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed courses.
* All students entered for one or more HSC courses will be required to have satisfactorily completed the *HSC: All My Own Work* program in ethical scholarship. This will be delivered through the school, and will assist you to understand your responsibilities in HSC assessments.

**Subject Contributions**

Some of the Preliminary and HSC courses attract a subject contribution. These contributions are to defray the expenses incurred in providing consumables to students participating in those subjects. Students should be aware that a cost is associated with those subjects and they are expected to contribute towards meeting those costs.

*Expected subject contributions for the senior students in 2018-2019 are -*

Design and Technology $30 (students must supply their own materials for their major project in Year12)

Industrial Technology $140 (students must supply their own materials for their major project in Year12)

Information Technology $20 Primary Industries (VET) $60

Music $80 Visual Arts $100

Photography, Video $150 Ceramics $150

and Digital Imaging Food Technology $180

Hospitality (VET) $270

* **Assessment and Reporting**

Teachers are provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

The Higher School Certificate reports will provide a description of your achievements .

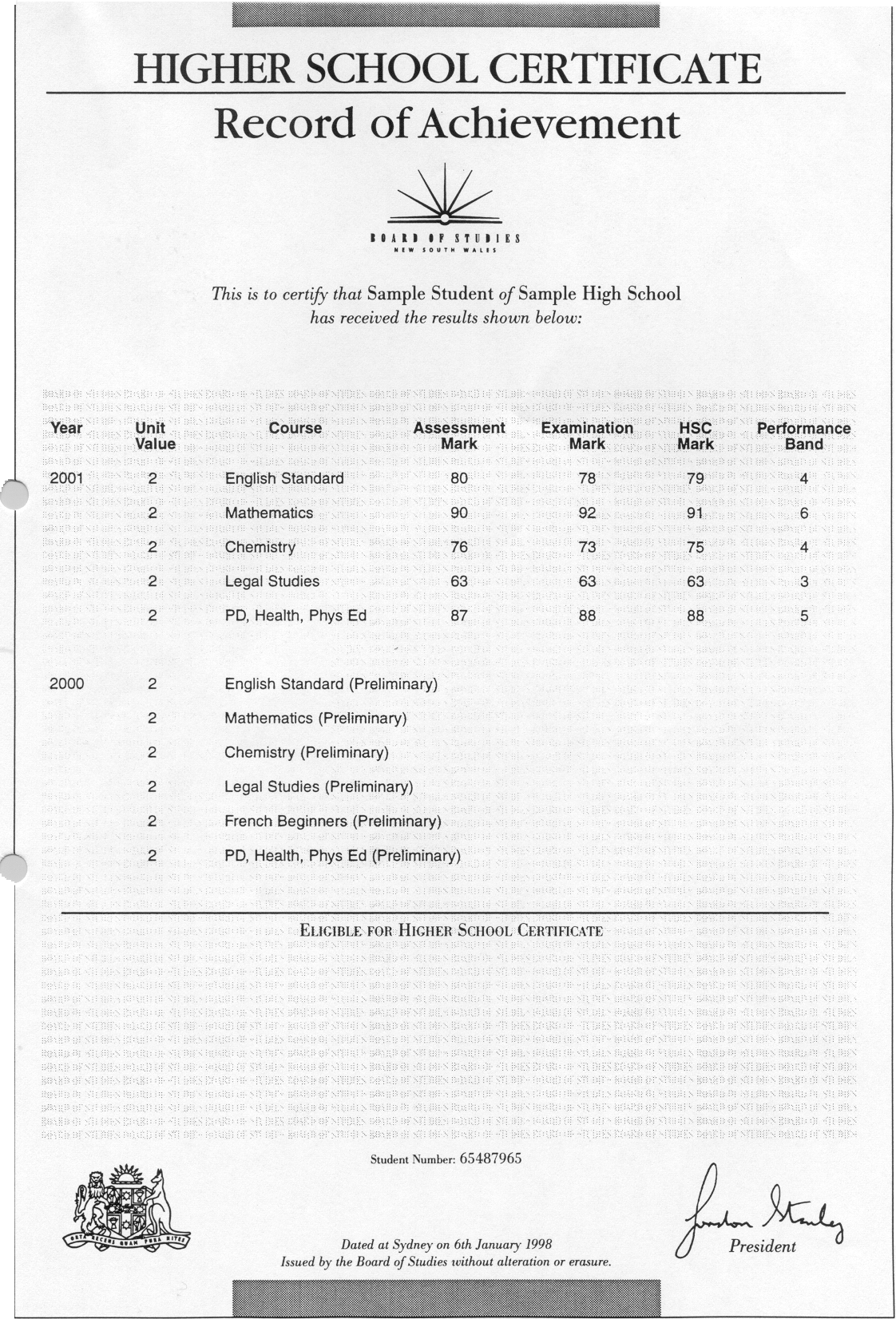
**School-based assessment tasks will contribute to 50% of your Higher School Certificate mark.** Your school assessment mark will be based on your performance in the assessment tasks you have undertaken during the course.

The other **50% will come from the Higher School Certificate examination.**

Your Higher School Certificate 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 you achieve the minimum standard expected in a course you will receive a mark of 50 (Band 1). There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 to 100 will correspond to the highest level of achievement (Band 6).

On satisfactory completion on you Higher School Certificate you will receive a portfolio containing:

* The Higher School Certificate Testamur (The official certificate confirming your achievement of all requirements for the award).
* The Record of Achievement (This document lists the courses you have studied and reports the marks and bands you have achieved).
* Course Reports – For every Higher School Certificate Board Developed Course (except VET courses) you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.



**2019 Board Developed Courses Examination Assessment HSC Performance**

**Mark Mark Mark Band**

2 unit English (Advanced) 78/100 78/100 78 4

2 unit Geography 83/100 85/100 84 5

2 unit Mathematics (Standard 2) 70/100 69/100 70 4

2 unit Modern History 65/100 79/100 72 4

2 unit Investigating Science 71/100 67/100 69 3

2 unit Visual Arts 85/100 87/100 86 5

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**2018 Board Developed Courses (Preliminary)**

2 unit English (Advanced)

2 unit Geography

2 unit Mathematics (Standard)

2 unit Modern History

2 unit Investigating Science

2 unit Visual Arts

* **Australian Tertiary Admission Rank (ATAR)**

Applications for each university course are ranked in order of merit using the ATAR. The ATAR is a scale between 0 and 99.95 which indicates your placing in the state, relative to all the other candidates for the Higher School Certificate. This ranking is based on the assumption that all Year Seven students from a cohort completed Year Twelve and were eligible for the ATAR.

**ATAR Rules**

**Rule 1 – Eligibility for an ATAR**

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 8 units of Category A courses, at least three courses of two units or greater value, and at least four subjects; see (a) below.

**Rule 2 – Calculation of the ATAR**

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
* The best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.

**Important notes**

1. A **subject** is the general name given to an area of study. A **course** is a branch of study within a subject. A subject may have several different courses, for example, with the subject English the courses will include English Standard, English Advanced, English Extension 1, English Extension 2 and English Studies.
2. To be eligible for an ATAR you must satisfactorily complete at least 10 units (including at least two units of English) of ATAR courses including *at least eight units of Category A courses*

***Category B courses***

All VET courses are Category B courses. All Board Developed Courses will be category A courses, with the exception of the Mathematics Standard 1 and English Studies, which are now classified as Board Developed, Category B courses.

* **Courses**

Subjects in the senior years have been divided into two phases. The Year 11 (Preliminary) course and the Year 12 (HSC) course.

Year 11 (Preliminary) Course

The Year 11 (Preliminary) Course is run over Term 1, 2 and 3 2018.

A Preliminary course **must** be satisfactorily completed before students can begin the HSC course.

Year 12 (HSC) Course

The Year 12 (HSC) Course is run over Term 4, 2018 and Terms 1, 2 and 3 2019.

* **Subjects Being Offered at Finley High School 2018/19**

**Board Developed Courses – (Category A)**

|  |  |  |
| --- | --- | --- |
| **Subject 2 Unit** | **Year 11 Courses** | **Year 12 Courses** |
| Agriculture |  |  |
| Ancient History |  | History Extension |
| Biology |  |  |
| Business Studies |  |  |
| Chemistry |  |  |
| Community and Family Studies |  |  |
| Design and Technology |  |  |
| Earth and Environmental Science |  | Extension Science |
| Economics |  |  |
| English Standard |  |  |
| English Advanced | English Extension | English Ex 1, English Ex 2 |
| Food Technology |  |  |
| Geography |  |  |
| Industrial Technology –Wood |  |  |
| Industrial Technology –Metal |  |  |
| Information Processes &Technology |  |  |
| Investigating Science |  |  |
| Legal Studies |  |  |
| Mathematics Standard |  | Mathematics Standard 2 |
| Mathematics | Mathematics Extension 1 | Math Ex1, Math Ex2 |
| Modern History |  | History Extension |
| Music |  |  |
| PD/Health/PE |  |  |
| Physics |  |  |
| Software Design and Development |  |  |
| Studies of Religion | 1 or 2 unit course |  |
| Textiles and Design |  |  |
| Visual Arts |  |  |

**Board Developed Courses – (Category B)**

|  |  |  |
| --- | --- | --- |
| **Subject 2 Unit** | **Year 11 (Preliminary) Courses** | **Year 12 (HSC) Courses** |
| Mathematics Standard |  | Mathematics Standard 1 |
| English Studies |  |  |

**Vocational Education and Training (VET) Courses – (Category B)**

The Board has developed curriculum frameworks for seven industry areas. Within each framework there are a number of courses. You must undertake *70 hours* of work placement to complete these courses successfully.

There is the opportunity to undertake School Based Traineeship VET courses. This involves a partnership between a suitable employee and the student. Generally the student works one day per week in the workplace and spends extra time in the holidays, after school or on weekends completing the 100 days of on the job training required.

Courses in the VET Curriculum Frameworks can be studied as Preliminary and/or Higher School Certificate courses. **All VET courses are Category B courses**

In the 240 hour course in each framework students can choose to undertake a written examination so that the result can be included in the calculation of the ATAR.

|  |  |  |
| --- | --- | --- |
| **Subject** | **Course** | **Location** |
| Business Services – 2 Unit (Administration) | Business Services – Office Administration (240 hours) | School or TAFE |
| Primary Industries – 2 Unit | Primary Industries  (240 hours) | School |
| Hospitality – 2 Unit | Hospitality Operations  (240 hours) | School |

**Board Endorsed Courses**

|  |  |
| --- | --- |
| **Course** | **Unit Value** |
| Ceramics | 1 unit or 2 unit |
| Computing Applications | 1 unit or 2 unit |
| Photography, Video and Digital Imaging | 1 unit or 2 unit |
| Sport, Lifestyle and Recreation Studies | 1 unit or 2 unit |
| Work Studies | 1 unit or 2 unit |

**Year 11 Senior Subject Preferences for 2018**

I wish to submit the following six subject (12 units) preferences for consideration as a Senior Subject pattern.

**Please return to Mr. Tooke between Wednesday 30th of August and Friday 1st of September**

|  |  |  |
| --- | --- | --- |
| **Course** | **Type**  **BD/VET/BEC** | **No. of Units** |
| English - |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | **Total** |  |

In doing this I propose to undertake the HSC which I have indicated below

 **ATAR HSC  Non ATAR HSC**

I understand that the above preferences will be taken into consideration in the formation of Senior Subject lines for 2018/19

I understand that after the lines have been established, that I may be required to make new selections to fit these lines.

 I have checked that my proposed subjects will enable me to get a HSC and an ATAR if required.

**Comments:**

**Parent’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Student’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent’s Phone:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ATAR Example 1**

|  |  |  |
| --- | --- | --- |
| **Course** | **Type**  **BD/VET/BE** | **No. of Units** |
| English, Advanced | BD | 2 |
| Mathematics Standard 2 | BD | 2 |
| Legal Studies | BD | 2 |
| Investigating Science | BD | 2 |
| PDHPE | BD | 2 |
| Visual Arts | BD | 2 |
|  | **Total** | 12 |

**ATAR Example 2**

|  |  |  |
| --- | --- | --- |
| **Course** | **Type**  **BD/VET/BE** | **No. of Units** |
| English, Standard | BD | 2 |
| Mathematics Standard 1 | BD | 2 |
| Ancient History | BD | 2 |
| Physics | BD | 2 |
| Community & Family Studies | BD | 2 |
| Hospitality (nominate to do exams) | VET | 2 |
|  | **Total** | 12 |

**NON ATAR Example 1**

|  |  |  |
| --- | --- | --- |
| **Course** | **Type**  **BD/VET/BE** | **No. of Units** |
| English Studies | BD | 2 |
| Mathematics Standard 1 | BD | 2 |
| Economics | BD | 2 |
| Biology | BD | 2 |
| Sport, Lifestyle & Recreation | BE | 2 |
| Visual Arts | BD | 2 |
|  | **Total** | 12 |

**NON ATAR Example 2**

|  |  |  |
| --- | --- | --- |
| **Course** | **Type**  **BD/VET/BE** | **No. of Units** |
| English Studies | BD | 2 |
| Mathematics Standard 2 | BD | 2 |
| Business Studies | BD | 2 |
| Chemistry | BD | 2 |
| Hospitality | VET | 2 |
| Metals & Engineering | VET | 2 |
|  | **Total** | 12 |

* **Checklist for Senior Students**

To be eligible for the award of the Higher School Certificate a student at Finley High School must do the following:

* Have *satisfactorily* completed the *HSC: All My Own Work* program prior to starting any courses
* ***Undertake and successfully complete*** 12 units of “Preliminary” courses and at least 10 units of “HSC” courses
* Do at least ***6 units*** of both ***Year 11 (Preliminary) and Year 12 (HSC)*** courses that are ***Board Developed courses***
* Do at least ***three courses*** of ***2 units*** value or greater.
* Do at least ***2 units*** of a ***Board Developed Course in*** ***English***, for an ATAR. (This can be English Studies, but you can only do one category B subject if you want an ATAR.)
* Do at least ***four*** subjects.
* Complete the practical, oral, project works or Work Placement required for specific courses and the assessment requirements for each course.
* Have sat for and made a serious attempt at the required Higher School Certificate examinations
* If you wish ***to get an ATAR you must study a minimum of 10 units of Board Developed units in the HSC course.***
* ***No more than 2 units of Category B courses*** will be used in the calculation of your ATAR.

**HSC Board Developed Courses**

Board Developed Courses have syllabuses endorsed by the Board of Studies

Every Board Developed Course has an external examination and there is also an internal assessment program.

All Board Developed Courses count towards the Higher School Certificate and appear on the student’s Record of Achievement. All Category A Board Developed Courses count towards the of Australian Tertiary Admission Rank (ATAR).

|  |  |  |  |
| --- | --- | --- | --- |
| **Course:** **Agriculture** | | **Course No:** 15010 | |
| 2 units for each of Preliminary and HSC  Board Developed Course | | **Exclusions:** Nil | |
| **Course Description**  The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course.  The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability. | | | |
| **Main Topics Covered**  **Preliminary Course**  Overview (15%)  The Farm Case Study (25%)  Plant Production (30%)  Animal Production (30%)  **HSC Course**  **Core (80%)**  Plant/Animal Production (50%)  Farm Product Study (30%) | | | |
| **Elective (20%)**  Choose ONE of the following electives to study:   * Agri-food, Fibre and Fuel Technologies * Climate Challenge * Farming for the 21st Century | | | |
| **Particular Course Requirements**  Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time. | | | |
| **Course**: **Ancient History** | **Course No**: TBC | |
| 2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course | **Exclusions:** Nil | |
| **Course Description**  The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.  The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period. | | |
| **Content**  **Year 11 Course**  **Part 1** - Investigating Ancient History (60 indicative hours including ‘The Nature of Ancient History’ and ‘Case Studies’)   * Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies.   **Part 2** - Features of Ancient Societies (40 indicative hours)   * Students study at least two ancient societies.   **Part 3** - Historical Investigation (20 indicative hours)   * Historical concepts and skills are integrated with the studies undertaken in Year 11.   **Year 12 Course**  **Part 1: Core Study:** Cities of Vesuvius – Pompeii and Herculaneum (30 hours)  **Part 2:** ONE ‘Ancient Societies’ topic (30 hours)  **Part 3:** ONE ‘Personalities in their Times’ topic (30 hours)  **Part 4:** ONE ‘Historical Periods’ topic (30 hours)  Historical concepts and skills are integrated with the studies undertaken in Year 12 | | |
| **Course Requirements**  In the Year 11 course, students undertake at least two case studies.   * One case study must be from Egypt, Greece, Rome or Celtic Europe, and * One case study must be from Australia, Asia, the Near East or the Americas.   The Year 12 course requires study from at least two of the following areas:   * Egypt, Near East, China, Greece, Rome. | | |

|  |  |
| --- | --- |
| **Course:** **Year 12 History Extension** | **Course No:** TBC |
| 1 unit for Year 12 (HSC)  Board Developed Course | **Exclusions:** Nil |
| **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. | |
| **Main Topics Covered**  **Part 1: Constructing History?** (40 Hours)  Key questions:   * Who are the historians? * What are the purposes of history? * How has history been constructed and recorded over time? * Why have the 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.   **Part 2: History Project** (20 Hours)   * Students will undertake an individual investigative project, focusing on an area of changing historical interpretation. | |
| **Course Requirements**  The Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.  The HSC course in Modern or Ancient History is a co-requisite for the HSC History Extension course. | |

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| **Course:** **Biology** | **Course No:** TBC |
| 2 units for each of Year 11 (Preliminary) and Year 12 (HSC)  Board Developed Course | **Exclusions:** Nil |
| **Course Description**  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.  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. | |
| **Topics Covered**  **Year 11 (Preliminary)**  The Year 11 course consists of four modules.  **Module 1** Cells as the Basis of Life  **Module 2** Organisation of Living Things  **Module 3** Biological Diversity  **Module 4** Ecosystem Dynamics | **Year 12 (HSC)**  The Year 12 course consists of four modules.  **Module 5** Heredity  **Module 6** Genetic Change  **Module 7** Infectious Disease  **Module 8** Non-infectious Disease and Disorders |
| **Course Requirements**  Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time, students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.  A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.  Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.  Fieldwork is also mandated in Year 11 and is an integral part of the learning process. | |

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| **Course:** **Business Studies** | **Course No:** 15040 |
| 2 units for each of Preliminary and HSC  Board Developed Course | **Exclusions:** Nil |
| **Course Description**  Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses  the theoretical and practical aspects of business in ways students will encounter throughout  their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.  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. | |
| **Preliminary Course**  Nature of business (20%) – the role and nature of business  Business management (40%) – the nature and responsibilities of management  Business planning (40%) – establishing and planning a small to medium enterprise  **HSC Course**  Operations (25%) – strategies for effective operations management  Marketing (25%) – development and implementation of successful marketing strategies  Finance (25%) – financial information in the planning and management of business  Human resources (25%) – human resource management and business performance | |

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| **Course:** **Chemistry** | **Course No:** TBC |
| 2 units for each of Year 11 (Preliminary) and Year 12 (HSC)  Board Developed Course | **Exclusions:** NIL |
| **Course Description**  The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.  The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals. | |
| **Topics Covered**  **Year 11 course (Preliminary)**  The Year 11 course consists of four modules.  **Module 1** Properties and Structure of Matter  **Module 2** Introduction to Quantitative Chemistry  **Module 3** Reactive Chemistry  **Module 4** Drivers of Reactions | **Year 12 Course (HSC)**  The Year 12 course consists of four modules.  **Module 5** Equilibrium and Acid Reactions  **Module 6** Acid/base Reactions  **Module 7** Organic Chemistry  **Module 8** Applying Chemical Ideas |
| **Course Requirements**  Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time, students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.  A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.  Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. | |

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| **Course:** **Community and Family Studies** | **Course No:** 15060 |
| 2 units for each of Preliminary and HSC  Board Developed Course | **Exclusions:** Nil |
| **Course Description**  Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities. | |
| **Main Topics Covered**  **Preliminary Course**  **Resource Management** Basic concepts of the resource management process (approximately 20% of course time).  **Individuals and Groups** The individual’s roles, relationships and tasks within groups (approximately 40% of course time).  **Families and Communities** Family structures and functions and the interaction between family and community (approximately 40% of course time).  **HSC Course**  **Research Methodology** Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).  **Groups in Context** The characteristics and needs of specific community groups (approximately 25% of course time).  **Parenting and Caring** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).  **HSC Option Modules**  Select **one** of the following (approximately 25% of course time):  **Family and Societal Interactions** Government and community structures that support and protect family members throughout their lifespan.  **Social Impact of Technology** The impact of evolving technologies on individuals and lifestyle.  **Individuals and Work** Contemporary issues confronting individuals as they manage roles within both their family and work environments. | |
| **Course Requirements**  Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management. | |

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| **Course:** **Design and Technology** | **Course No:** 15080 |
| 2 units for each of Preliminary and HSC  Board Developed Course | **Exclusions:** Nil |
| **Course Description**  The **Preliminary course** involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.  The **HSC course** applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society. | |
| **Main Topics Covered**  **Preliminary Course**  Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.  **HSC Course**  Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation. | |
| **Particular Course Requirements**  In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.  In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects. | |

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| **Course:** **Earth and Environmental Science** | **Course No:** TBC |
| 2 units for each of Year 11 (Preliminary) and Year 12 (HSC)  Board Developed Course | **Exclusions:** NIL |
| **Course Description**  The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth’s resources and its surface.  The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it. | |
| **Topics Covered**  **Year 11 Course (Preliminary)**  The Year 11 course consists of four modules.  **Module 1** Earth’s Resources  **Module 2** Plate Tectonics  **Module 3** Energy Transformations  **Module 4** Human Impacts | **Year 12 Course (HSC)**  The Year 12 course consists of four modules.  **Module 5** Earth’s Processes  **Module 6** Hazards  **Module 7** Climate Science  **Module 8** Resource Management |
| **Course Requirements**  Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time, students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.  A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.  Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. | |

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| **Course:** **Economics** | **Course No:** 15110 |
| 2 units for each of Preliminary and HSC  Board Developed Course | **Exclusions:** Nil |
| **Course Description**  Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students’ knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course. | |
| **Main Topics Covered**  **Preliminary Course**  Introduction to Economics – the nature of economics and the operation of an economy  Consumers and Business – the role of consumers and business in the economy  Markets – the role of markets, demand, supply and competition  Labour Markets – the workforce and role of labour in the economy  Financial Markets – the financial market in Australia including the share market  Government in the Economy – the role of government in the Australian economy.  **HSC Course**  The Global Economy – Features of the global economy and globalisation  Australia’s Place in the Global Economy – Australia’s trade and finance  Economic Issues – issues including growth, unemployment, inflation, wealth and management.  Economic Policies and Management – the range of policies to manage the economy. | |

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| **Course: English Studies** | **Course No: TBC** |
| 2 units for each of year 11 and year 12 Content Endorsed Course | **Exclusions:** English Standard; English Advanced; English EAL/D; English Extension |
| **Course Description**  In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.  In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. | |
| **Main Topics Covered**  **Year 11**   * Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. * Students study 2–4 additional syllabus modules (selected based on their needs and interests). * Students may also study an optional teacher-developed module   **Year 12**   * The HSC Common Content consists of one module *Texts and Human Experiences* which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis. * Students study 2–4 additional syllabus modules (selected based on their needs and interests). * Students may also study an optional teacher-developed module. | |
| **Course Requirements**  Across the English Studies Stage 6 Course students are required to study:   * a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts * texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia * a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples * texts with a wide range of cultural, social and gender perspectives. * study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences. | |

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| **Course: English Standard** | **Course No:** TBC |
| 2 units for each of Year 11 and Year 12  Board Developed Course | **Exclusions:** English Advanced; English Studies; English EAL/D; English Extension |
| **Course Description**  In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.  In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.  In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. | |
| **Content**  **Year 11**  The course has two sections:   * Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study. * Two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* in which students explore and examine texts and analyse aspects of meaning.   **Year 12**  The course has two sections:   * The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. * Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. | |
| **Course Requirements**  Across the English Standard Stage 6 Course students are required to study:   * a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts * texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia * a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples * texts with a wide range of cultural, social and gender perspectives. | |

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| **Course: English Advanced** | **Course No:** TBC |
| 2 units for each of Year 11 (Preliminary) and Year 12 (HSC)  Board Developed Course | **Exclusions:** English Standard; English Studies; English EAL/D |
| **Course Description**  In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.  In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.  In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives. | |
| **Content**  **Year 11**  The course has two sections:   * Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study. * Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.   **Year 12**  The course has two sections:   * The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. * Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes. | |
| **Course Requirements**  Across the English Advanced Stage 6 course students are required to study:   * a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts * texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia * a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples * texts with a wide range of cultural, social and gender perspectives. | |

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| **Courses: Year 11 (Preliminary) English Extension**  **Year 12 (HSC) English Extension 1**  **Year 12 (HSC) English Extension 2** | **Course No:** TBC  **Course No:** TBC  **Course No:** TBC |
| 1 unit of study for each of Year 11 (Preliminary) and Year 12 (HSC) | **Prerequisites:**  (a) English Advanced  (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12  (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2  **Exclusions**: English Standard; English Studies; English EAL/D. |
| **Course Description**  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.  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.  In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.  In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation. | |
| **Content**  **Year 11 English Extension Course**  The course has one mandatory module: *Texts, Culture and Value* as well as a related research project.  **Year 12 English Extension 1 course -** the course has one common module, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.  The electives are: Literary homelands; Worlds of upheaval; Reimagined worlds; Literary mindscapes; Intersecting worlds  **Year 12 English Extension 2 course -** The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement | |
| **Course Requirements**  Across Stage 6 the selection of texts should give students experience of the following as appropriate:   * texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia * a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples * a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts. | |

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| **Course:** **Food Technology** | **Course No:** 15180 |
| 2 units for each of Preliminary and HSC  Board Developed Course | **Exclusions:** Nil |
| **Course Description**  The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.  The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course. | |
| **Main Topics Covered**  **Preliminary Course**  Food Availability and Selection (30%)  Food Quality (40%)  Nutrition (30%)  **HSC Course**  The Australian Food Industry (25%)  Food Manufacture (25%)  Food Product Development (25%)  Contemporary Nutrition Issues (25%) | |
| **Particular Course Requirements**  There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students must ‘learn about’ 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. | |

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| **Course:** **Geography** | **Course No:** 15190 |
| 2 units for each of Preliminary and HSC  Board Developed Course | **Exclusions:** Nil |
| **Course Description**  The Preliminary course investigates biophysical and human geography and develops students’ knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.  The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers’ contribution to understanding our environment and demonstrates the relevance of geographical study. | |
| **Preliminary Course**  Biophysical Interactions – how biophysical processes contribute to sustainable management.  Global Challenges – geographical study of issues at a global scale.  Senior Geography Project – a geographical study of student’s own choosing.  **HSC Course**  Ecosystems at Risk – the functioning of ecosystems, their management and protection.  Urban Places – study of cities and urban dynamics.  People and Economic Activity – geographic study of economic activity in a local and global context.  **Key concepts incorporated across all topics:** change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration. | |
| **Particular Course Requirements**  Students complete a senior geography project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses. | |

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| **Course:** **Industrial Technology – Wood or Metal** | **Course No:** 15200 |
| 2 units for each of Preliminary and HSC  Board Developed Course | **Exclusions:**  Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses |
| **Course Description**  Industrial Technology at Stage 6 will develop a student’s knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.  Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia I Technologies; Timber Products and Furniture Technologies. | |
| **Main Topics Covered**  **Preliminary Course**  The following sections are taught in relation to the relevant focus area:  Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)  Design – elements and principles, types of design, quality, influences affecting design (10%)  Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)  Production – display a range of skills through the construction of a number of projects (40%)  Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)  **HSC Course**  The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:  Industry Study (15%)  Major Project (60%)   * Design, Management and Communication * Production   Industry Related Manufacturing Technology (25%) | |
| **Particular Course Requirements**  In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.  In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry. | |

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| **Course: Information Processes and Technology** | **Course No: 15210** |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Computing Applications CEC |
| **Course Description**  Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need. | | |
| **Main Topics Covered**  **Preliminary Course**  Introduction to Information Skills and Systems (20%)  Tools for Information Processes (50%)  Developing Information Systems (30%)    **HSC Course**  Project Management (20%)  Information Systems and Databases (20%)  Communication Systems (20%)  Option Strands (40%)  – Students will select TWO of the following options:  Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems. | | |
| **Particular Course Requirements**  There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. | | |

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| **Course: Investigating Science** | **Course No: TBC** |
| 2 units for each of Year 11 (Preliminary) and Year 12 (HSC)  Board Developed Course | **Exclusions:** NIL |
| **Course Description**  Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.  A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.  Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.  Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12. | |
| **Topics Covered**  **Year 11 Course**  The Year 11 course consists of four modules.  **Module 1** Cause and Effect – Observing  **Module 2** Cause and Effect – Inferences and Generalisations  **Module 3** Scientific Models  **Module 4** Theories and Laws | **Year 12 Course**  The Year 12 course consists of four modules.  **Module 5** Scientific Investigations  **Module 6** Technologies  **Module 7** Fact or Fallacy?  **Module 8** Science and Society |
| **Particular Course Requirements**  Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.  A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.  Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. | |

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| **Course:** **Legal Studies** | **Course No:** 15220 |
| 2 units for each of Preliminary and HSC  Board Developed Course | **Exclusions:** Nil |
| **Course Description**  The Preliminary course develops students’ knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual’s rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.  The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform. | |
| **Preliminary Course**  Part I – The Legal System (40% of course time)  Part II – The Individual and the Law (30% of course time)  Part III – The Law in Practice (30% of course time)  The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. **This section may be integrated with Part I and Part II.**  **HSC Course**  Core Part I: Crime (30% of course time)  Core Part II: Human Rights (20% of course time)  Part III: Two options (50% of course time)    **Two** options are chosen from:  Consumers  Global environment and protection  Family  Indigenous peoples  Shelter  Workplace  World order.  Each topic’s **themes and challenges** should be integrated into the study of the topic.  **Key themes incorporated across all topics:** Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system. | |
| **Particular Course Requirements** No special requirements | |

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| **Course:** **Mathematics Standard 1** | **Course No:** TBC |
| 2 units Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course. | |
| **Prerequisites:** The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: Area and surface area; Financial mathematics; Linear relationships; Non-linear relationships; Right-angled triangles (Trigonometry); Single variable data analysis; Volume; some content from Equations; some content from Probability.  **Exclusions:** Students may **not** 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 1 Year 12 course. | |
| **Course Description**  The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.  Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.  The study of Mathematics Standard 1 in Stage 6:   * enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely * provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs * provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training. | |
| **Main Topics Covered**  The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The topics are: Algebra; Measurement; Financial Mathematics; Statistical Analysis.  The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics are: Algebra; Measurement; Financial Mathematics; Statistical Analysis; Networks | |

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| **Course:** **Mathematics Standard 2** | **Course No:** TBC |
| 2 units Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course. | |
| **Prerequisites:** The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: Area and surface area; Financial mathematics; Linear relationships; Non-linear relationships; Right-angled triangles (Trigonometry); Single variable data analysis; Volume; some content from Equations; some content from Probability.  **Exclusions:** Students may **not** 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**  The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.  All students studying the Mathematics Standard 2 course will sit for an HSC examination.  The study of Mathematics Standard 2 in Stage 6:   * enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely * provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs * provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies * provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training. | |
| **Main Topics Covered**  The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The topics are: Algebra; Measurement; Financial Mathematics; Statistical Analysis.  The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics are: Algebra; Measurement; Financial Mathematics; Statistical Analysis; Networks | |

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| **Course:** **Mathematics** | **Course No:** 15240 |
| 2 unitsfor each of Preliminary and HSC  Board Developed Course | |
| **Prerequisites:** For students who intend to study the Mathematics course, it is recommended that they study the topics *Real Numbers*, *Algebraic Techniques* and *Coordinate Geometry* as well as at least some of *Trigonometry* and *Deductive Geometry* from Stage 5.3 (identified by §) of *Mathematics Years 7–10 Syllabus*, if not all of the content.  **Exclusions:** Mathematics Standard 1 and Mathematics Standard 2 | |
| **Course Description**  The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses. | |
| **Main Topics Covered**  **Preliminary Course**  Basic arithmetic and algebra  Real functions  Trigonometric ratios  Linear functions  The quadratic polynomial and the parabola  Plane geometry – geometrical properties  Tangent to a curve and derivative of a function | **HSC Course**  Coordinate methods in geometry  Applications of geometrical properties  Geometrical applications of differentiation  Integration  Trigonometric functions  Logarithmic and exponential functions  Applications of calculus to the physical world  Probability  Series and series applications |

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| **Course:** **Mathematics Extension 1** | **Course No:** 15250 |
| 1 unit in each of Preliminary *(Preliminary Mathematics Extension)* and HSC  Board Developed Course | |
| **Prerequisites:** For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) *Curve Sketching and Polynomials*, *Functions and Logarithms*, and *Circle Geometry* of *Mathematics Years 7–10 Syllabus*.  **Exclusions:** Mathematics Standard 1 and Mathematics Standard 2 | |
| **Course Description**  The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course. | |
| **Main Topics Covered**  **Preliminary Course**  Other inequalities  Further geometry  Further trigonometry  Angles between two lines  Internal and external division of lines into given ratios  Parametric representation  Permutations and combinations  Polynomials  Harder applications of the Mathematics Preliminary course topics | **HSC Course**  Methods of integration  Primitive of sin2*x* and cos2*x*  Equation  Velocity and acceleration as a function of *x*  Projectile motion  Simple harmonic motion  Inverse functions and inverse trigonometric functions  Induction  Binomial theorem  Further probability  Iterative methods for numerical estimation of the roots of a polynomial equation  Harder applications of Mathematics HSC course topics |

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| **Course:** **Mathematics Extension 2** | **Course No:** 15260 |
| 1 unit for the HSC  Board Developed Course  The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject. | **Exclusions:** Mathematics Standard 1 and Mathematics Standard 2 |
| **Course Description**  The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject. | |
| **Main Topics Covered**  Graphs  Complex Numbers  Conics  Integration  Volumes  Mechanics  Polynomials  Harder Mathematics Extension 1 topics | |

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| **Course**: **Modern History** | **Course No**: TBC |
| 2 units for each of Year 11 (Preliminary) and Year 12 (HSC) Board Developed Course | **Exclusions:** Nil |
| **Course Description**  The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.  The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world. | |
| **Main Topics Covered**  **Year 11 Course**  **Part 1**: Investigating Modern History (60 indicative hours including ‘The Nature of Modern History’ and ‘Case Studies’)   * Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies.   **Part 2**: Historical Investigation (20 indicative hours)  **Part 3**: The Shaping of the Modern World (40 indicative hours)   * At least one study from ‘The Shaping of the Modern World’ is to be undertaken.   Historical concepts and skills are integrated with the studies undertaken in Year 11.  **Year 12 Course**  **Part 1:** Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)  **Part 2:** One ‘National Studies’ topic (30 indicative hours)  **Part 3**: One ‘Peace and Conflict’ topic (30 indicative hours)  **Part 4:** One ‘Change in the Modern World’ topic (30 indicative hours)  Historical concepts and skills are integrated with the studies undertaken in Year 12. | |
| **Particular Course Requirements**  In the Preliminary course, students undertake at least two case studies.   * One case study must be from Europe, North America or Australia, and * One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.   In the HSC course, students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989. | |

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| **Course:** **Music 1** | **Course No:** 15290 |
| 2 units for each of Preliminary and HSC  Board Developed Course | **Exclusions:** Music 2 |
| **Course Description**  In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. | |
| **Main Topics Covered**  Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres. | |
| **Particular Course Requirements**  **HSC course**  In addition to core studies in performance, composition, musicology and aural, students select **three** electives from any combination of performance, composition and musicology. These electives must represent **each** of the three topics studied in the course.  Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. | |

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| **Course:** **Personal Development, Health and Physical Education** | | **Course No:** 15320 |
| 2 units for each of Preliminary and HSC  Board Developed Course | | **Exclusions:** Nil |
| **Course Description**  The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.  In the HSC course, students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society. | | |
| **Preliminary Course**  **Core Topics** (60%)  Better Health for Individuals  The Body in Motion  **Optional Component** (40%)  Students select **two** of the following options:  First Aid  Composition and Performance  Fitness Choices  Outdoor Recreation | **HSC Course**  **Core Topics** (60%)  Health Priorities in Australia  Factors Affecting Performance  **Optional Component** (40%)  Students select **two** of the following options:  The Health of Young People  Sport and Physical Activity in Australian Society  Sports Medicine  Improving Performance  Equity and Health | |
| **Particular Course Requirements**  In addition to core studies, students select **two** options in each of the Preliminary and HSC courses. | | |

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| **Course:** **Physics** | **Course No:** 15330 |
| 2 units for each of Preliminary and HSC  Board Developed Course | **Exclusions:** NIL |
| **Course Description**  The Year 11 course develops student’s knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.  The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe. | |
| **Topics Covered**  **Preliminary Course**  The Year 11 course consists of four modules.  **Module 1** Kinematics  **Module 2** Dynamics  **Module 3** Waves and Thermodynamics  **Module 4** Electricity and Magnetism | **HSC Course**  The Year 12 course consists of four modules.  **Module 5** Advanced Mechanics  **Module 6** Electromagnetism  **Module 7** The Nature of Light  **Module 8** From the Universe to the Atom |
| **Particular Course Requirements**  Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.  A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.  Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. | |

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| **Course: Software Design and Development** | **Course No: 15360** |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Computing Applications CEC |
| **Course Description**  The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems. | |
| **Preliminary Course**  • Concepts and Issues in the Design and Development of Software (30%) - Social and ethical issues - Hardware and software - Software development approaches  • Introduction to Software Development (50%) - Defining and understanding the problem -Planning and designing software solutions -Implementing software solutions -Testing and evaluating software solutions - Maintaining software solutions  • Developing software solutions (20%) | **HSC Course**  • Development and Impact of Software Solutions (15%) - Social and ethical issues - Application of software development approaches  • Software Development Cycle (40%) - Defining and understanding the problem - Planning and design of software solutions - Implementing software solutions - Testing and evaluating software solutions -Maintaining software solutions  • Developing a Solution Package (25%)  • Options (20%) Study one of the following options: -Programming paradigms **or** -The interrelationship between software and hardware |
| **Particular Course Requirements**  There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course. It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer. | |

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| **Course:** **Studies of Religion I** | **Course No:** 15370 |
| 1 unit for each of Preliminary and HSC  Board Developed Course | **Exclusions:** Studies of Religion II |
| **Course Description**  Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society. | |
| **Preliminary Course**  Nature of Religion and Beliefs  - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities,as a distinctive response to the human search for meaning in life.  Two Religious Traditions Studies from:  Buddhism, Christianity, Hinduism, Islam, Judaism  - Origins  - Principal beliefs  - Sacred texts and writings  - Core ethical teachings  - Personal devotion/expression of faith/observance.  **HSC Course**  Religion and Belief Systems in Australia post-1945  - Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.  Two Religious Tradition Depth Studies from:  Buddhism, Christianity, Hinduism, Islam, Judaism  - Significant people and ideas  - Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics  - Significant practices in the life of adherents. | |

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| **Course:** **Studies of Religion II** | **Course No:** 15380 |
| 2 units for each of Preliminary and HSC  Board Developed Course | **Exclusions:** Studies of Religion I |
| **Course Description**  Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society. | |
| **Preliminary Course**  Nature of Religion and Beliefs  - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities,as a distinctive response to the human search for meaning in life.  Three Religious Traditions Studies from:  Buddhism, Christianity, Hinduism, Islam, Judaism  - Origins  - Principal beliefs  - Sacred texts and writings  - Core ethical teachings  - Personal devotion/expression of faith/observance.  Religions of Ancient Origin  - The response to the human search for ultimate meaning in two religions of ancient origin from:   * Aztec or Inca or Mayan * Celtic * Nordic * Shinto * Taoism * an Indigenous religion from outside Australia   Religion in Australia pre-1945  - The arrival, establishment and development of religious traditions in Australia prior to 1945.  **HSC Course**  Religion and Belief Systems in Australia post-1945  - Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.  Three Religious Tradition Depth Studies from:  Buddhism, Christianity, Hinduism, Islam, Judaism  - Significant people and ideas  - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics  - Significant practices in the life of adherents.  Religion and Peace  - The distinctive response of religious traditions to the issue of peace.  Religion and Non-Religion  - The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews. | |

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| **Course:** **Textiles and Design** | **Course No:** 15390 |
| 2 units for each of Preliminary and HSC  Board Developed Course | **Exclusions:** Fashion and Textiles TVET CEC 43480  Fashion Design and Technology TVET CEC 41016 |
| **Course Description**  The **Preliminary course** involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student’s creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for end use.  The **HSC course** builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.  This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s. | |
| **Main Topics Covered**  **Preliminary Course**  Design (40%)  Properties and Performance of Textiles (50%)  The Australian Textiles, Clothing, Footwear and Allied Industries (10%).  **HSC Course**  Design (20%)  Properties and Performance of Textiles (20%)  The Australian Textiles, Clothing, Footwear and Allied Industries (10%)  Major Textiles Project (50%). | |
| **Particular Course Requirements**  In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.  In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries. | |
| **Course:** **Visual Arts** | **Course No:** 15400 |
| 2 units for each of Preliminary and HSC  Board Developed Course | **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. |
| **Course Description**  Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a ‘body of work’ in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.  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. | |
| **Preliminary Course** learning opportunities focus on:  the nature of practice in artmaking, art criticism and art history through different investigations  the role and function of artists, artworks, the world and audiences in the artworld  the different ways the visual arts may be interpreted and how students might develop their own informed points of view  how students may develop meaning and focus and interest in their work  building understandings over time through various investigations and working in different forms.  **HSC Course** learning opportunities focus on:  how students may develop their practice in artmaking, art criticism, and art history  how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations  how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations  how students may further develop meaning and focus in their work. | |
| **Particular Course Requirements**  **Preliminary Course:**  Artworks in at least two expressive forms and use of a process diary  a broad investigation of ideas in art making, art criticism and art history.  **HSC Course:**  development of a body of work and use of a process diary  a minimum of five Case Studies (4–10 hours each)  deeper and more complex investigations in art making, art criticism and art history. | |

**Vocational Education and Training (VET) Industry Curriculum Frameworks**

VET courses have syllabuses endorsed by the Board of Studies

Every VET Course has an optional external examination and there is also an internal assessment program.

All VET courses count towards the Higher School Certificate and appear on the student’s Record of Achievement. All VET courses (as long as the student sits the external examination part of the course) can contribute up to 2 Units towards the Australian Tertiary Admission Rank (ATAR).

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**Board Endorsed Courses**

Board Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses.

There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student’s Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

www.boardofstudies.nsw.edu.au/voc\_ed/board-endorsed-courses.html

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| **Course:** **Ceramics 1 or 2 units** | Content Endorsed Course |
| **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. | |
| Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.  Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.  This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products. | |
| **Main Topics Covered**  Modules include:  Handbuilding; Throwing; Sculptural Forms; Kilns; Glaze Technology; Casting; Surface Treatment; Mixed Media.  The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. The additional module Ceramics Project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialise in one or more area of ceramics. | |
| **Particular Course Requirements**  Students are required to keep a diary throughout the course. | |

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| **Course:** **Computing Applications 1 or 2 units** | Content Endorsed Course |
| **Exclusions:** Board Developed Courses – Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework. | |
| Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.  Computing and related information is a ‘hands-on’ skills based course aimed at developing the student’s abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks and enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.  It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students. | |

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| **Course:** **Photography, Video and Digital Imaging 1 or 2 units** | Content Endorsed Course |
| **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. | |
| **Course Description**  Photography, Video and Digital Imagingoffers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students’ experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students’ understanding and skills, which contribute to an informed critical practice.  The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.  Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging. | |
| **Main Topics Covered**  Modules may be selected in any of the three broad fields of:  Wet Photography  Video  Digital Imaging.  Modules include:  Introduction to the Field  Developing a Point of View  Traditions, Conventions, Styles and Genres  Manipulated Forms  The Arranged Image  Temporal Accounts.  An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. | |
| **Particular Course Requirements**  Students are required to keep a diary throughout the course. | |

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| **Course:** **Sport, Lifestyle and Recreation Studies 1 or 2 units** | Content Endorsed Course |
| **Exclusions:** Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules. | |
| Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.  This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.  Through the course students will develop:  knowledge and understanding of the factors that influence health and participation in physical activity  knowledge and understanding of the principles that impact on quality of performance  an ability to analyse and implement strategies to promote health, activity and enhanced performance  a capacity to influence the participation and performance of self and others.  The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:  Aquatics  Athletics  First Aid  Fitness  Specific Sports  Gymnastics  Outdoor Recreation  Sports Administration  Coaching  Social Perspectives of Sport  Healthy Lifestyle. | |

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| **Course:** **Work Studies 1 or 2 units** | Content Endorsed Course |
| **Exclusions:** NIL | |
| Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.  This course in Work Studies will assist students:   * to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities * to develop an understanding of the changing nature of work organisation and the implications for individuals and society * to undertake an extended work placement to allow for the development of specific job-related skills * to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas * to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.   The course has two core studies, and elective course modules.   * **Core 1** – Work and change * **Core 2** – Experiencing work  Modules There are 12 elective modules which expand on the issues introduced in the core.Modules are studied for either 15 or 30 hours. | |

**TAFE Courses**

**TAFE DELIVERED BOARD DEVELOPED COURSES:**

* Automotive Vocational Preparation – Mechanical Technology
* Automotive Vocational Preparation – Vehicle Body (Spray Painting & Panel Beating)
* Business Services
* Construction Pathways
* Electrotechnology – Career Start
* Electrotechnology – Career Start (Mechatronics Focus)
* Financial Services
* Hospitality – Food and Beverage
* Hospitality – Kitchen Operations
* Human Services – Individual Support (Ageing)
* Human Services - Allied Health Assistance
* Human Services - Health Services Assistance
* Information and Digital Technology (Networking and Hardware)
* Primary Industries - Agriculture II
* Primary Industries - Agriculture III
* Primary Industries – Horticulture
* Primary Industries – Wool Handling
* Retail Services

**TAFE DELIVERED BOARD ENDORSED COURSES:**

* Animal Studies – Veterinary Nursing
* Beauty Services – Make Up
* Community Services
* Digital Photography
* Early Childhood Education and Care
* Engineering Pathways
* Film, Web and Game Design - Media
* Fitness
* Salon Assistant
* Laboratory Skills
* Plumbing
* Sport & Recreation
* Warehousing Operations

**Use this information in conjunction with the TAFE NSW TVET Guide and delivery location insert information.**

**This information is correct at time of printing and may be subject to change.**

**Block Delivered Courses:** This range of courses are designed to offer a broader range of options to students. Courses are delivered through either 3 or 6 one week blocks during the school holidays at various locations within the Riverina. Please find below an outline of courses being offered under block delivery mode. Further information is available covering course outline, special requirements, and transport and accommodation issues.

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| Course | HSC Unit and Duration | ATAR | Delivery | Location |
| Animal Studies – Veterinary Nursing | 4 Units over 2 years | No | 6 x 1 week blocks | Primary Industries Centre, Wagga Wagga |
| Beauty Services - Make-Up | 2 Units over 1 year | No | 3 x 1 week blocks | Wagga Wagga, Young |
| Construction Pathways | 4 Units over 2 years | Yes | 6 x 1 week blocks | Albury |
| Forestry | 4 Units over 2 years | No | 6 x 1 week blocks | Tumut |

**Online / Blended Delivered Courses:** These range of courses are designed to offer a broader range of options to students. Courses are delivered either online, via web conferencing or a combination and may include face to face sessions throughout the course. Please find below an outline of courses being offered under this delivery mode. Further information is available covering course outline and special requirements.

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| Course | HSC Unit | ATAR | Delivery |
| Business Services | 2 units or  4 units | No  Yes | Online delivery supported by attendance at flex classes where available |
| Electrotechnology Career Start – Mechatronics Focus | 4 Units | Yes | Blended delivery with online, web conferencing and mandatory workshop in Wagga each term |
| Financial Services | 2 Units | No | Online delivery + weekly Adobe connect or web conferencing sessions |
| Retail Services | 4 Units | Yes | Online delivery + weekly Adobe connect or web conferencing sessions |
| Sport and Recreation | 3 Units | No | Online delivery + weekly Adobe connect or web conferencing sessions |

**School-Based Apprenticeships or Traineeships:**

Many of our courses can be completed as part of a school based apprenticeship or school based traineeship. Enjoy the benefits of part-time work and training as part of your HSC.

**What is a school based traineeship?**

School based traineeships are available to all Year 10, 11 and 12 students in NSW. They allow students to complete a traineeship while at school, combining paid work and training to obtain an industry recognised national qualification and credit towards the HSC. Traineeships undertaken as Board Developed Courses may be used to count towards the ATAR.

How is a traineeship organised?

Once a student and an employer identify they would like to enter into a traineeship agreement, the student should speak to their school careers advisor who will commence the process on their behalf. School based traineeships are established and protected in the same way as a fulltime traineeship. The parties to the traineeship (that is, the employer and the trainee/parent or guardian) sign a training contract. The training contract sets out the responsibilities and obligations of each party. The training contract is prepared and lodged with State Training Services by the chosen Australian Apprenticeship Centre.

How long does it take to complete?

A school based traineeship is undertaken over two years with completion of the formal training by the end of Term 3 of the HSC year. Trainees are released from school one day per week to undertake the on the job training component. As 100 days of on the job training are required to successfully complete a traineeship, additional days during holiday breaks or on weekends will be need to be undertaken. All on the job days are negotiated between the stakeholders at the time of signing the training plan. Formal training is delivered via hard copy workbooks.

The training plan

A training plan will be developed outlining the units of competency to be undertaken over the duration of the traineeship. Units are taken from the Board of Studies syllabus and electives are selected to reflect the needs of the employer and student. Every trainee has an individual training plan. The plan also includes a proposed pattern of the on the job and off the job components. Once the plan has been developed in line with Board of Studies requirements, a sign up meeting will be organised for all stakeholders – student, parent/guardian, school, Riverina Institute trainer or their representative, employer and apprenticeship centre.

To find out more and view the variety of apprenticeships/traineeships available, check out the website: <http://www.sbatinnsw.info/>

Further information is available from your school careers advisor or you can contact your local School Engagement Officer through your TAFE campus.

**TAFE DELIVERED BOARD DEVELOPED COURSES**

***(One 240 hour course can be counted to the ATAR Ranking)***

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| **BUSINESS SERVICES Category B** | |
| The Business Services industry provides clerical, administrative and personal assistant support to commerce, industry, government and the professionals. Students undertaking this course will gain skills and knowledge for entry level employment in a range of roles including receptionist or office assistant. You will learn how to respond to customer enquiries, organise workplace information, working in a team environment and how to use a range of Microsoft software applications to create documents, presentations and desktop publishing. | |
| Successful completion of this course will provide you with employment opportunities in clerical and administrative positions. It will also provide you with advanced standing in higher qualification courses such as Certificate III in Business or Business Administration. Specialisation towards Certificate III is available. Units achieved can articulate into other Business Department courses such as Retail or Finance where you can broaden your skills and knowledge to work towards Diploma courses in Management. Successful completion of Diploma and Advanced Diploma study in Accounting, Human Resources or Management at Riverina Institute will provide your pathway towards a Bachelor of Management or Bachelor of Commerce course. In some cases you can obtain guaranteed entry and first year credit with our partner Universities. | |
| Delivery Offering | Online with weekly Adobe Connect sessions |
| How will student be assessed? | Written tests, a centrally set exam, project work and practical tasks |
| Possible Credentials | BSB20115 Certificate II in Business |
| HSC Unit Value | 2 Units or 4 Units |
| Eligibility | Year 12 or 11 |
| BOSTES Course No | 26100/26101 |
| Contribute to ATAR | Yes – if optional exam is completed with 240 hour course |
| Work Placement | Mandatory – 35 hours per 2 HSC units |
| School Based Traineeship available | Yes |

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| **RETAIL SERVICES Category B** | |
| This course will provide students with a practical understanding of the retail industry by gaining a range of skills required in a retail business. Students will participate in hands-on activities including operating retail equipment such as cash registers, scanners, computers and telephones. They will be engaging with customers, managing personal presentation, gaining selling skills, undertaking financial transactions, managing stock control and designing and creating retail displays - all within a team environment. Should you be interested in a retail industry career, aspiring to manage your own business or looking at an Executive level career in the industry, this course will provide you with that pathway. | |
| Successful completion of this course will provide you with employment opportunities in retail sales, merchandising or customer service positions. It will also provide you with advanced standing in higher qualification courses such as Certificate III in Retail. Units achieved can articulate into other Business Department courses such as Business Administration or Finance where you can broaden your skills and knowledge to work towards Diploma courses in Management. Diploma of Management and Advanced Diploma of Management courses successfully completed at Riverina Institute will provide your pathway towards a Bachelor of Management course. In some instances you may receive guaranteed entry and first year credit with our partner Universities. | |
| Delivery Offering | Online with weekly Adobe Connect sessions |
| How will student be assessed? | Written tests, a centrally set exam, project work and practical tasks |
| Possible Credentials | SIR30216 Certificate III in Retail Services |
| HSC Unit Value | 2 Units or 4 Units |
| Eligibility | Year 12 or 11 |
| BOSTES Course No | 26910/26911 |
| Contribute to ATAR | Yes – if optional exam is completed with 240 hour course |
| Work Placement | Mandatory – 35 hours per 2 HSC units |
| School Based Traineeship available | Yes |

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| **FINANCIAL SERVICES Category B** | |
| Skills and knowledge gained in the Accounts Administration course reflect the job roles for entry level employment in the financial industry including banking, finance or accounting. You will learn to process and check financial transactions, extract relevant reports, use applicable technology and terminology, process purchases and sales calculations, assist with entry of accounts payable/receivable, ledgers and payroll in addition to understanding the fundamentals of the financial industry to meet business management and legislative requirements. | |
| Successful completion of this course will provide you with employment opportunities in various entry level positions in the financial sector including banking, finance or accounting environments. Unit credit can be used to study higher qualifications such as Certificate IV Accounting and Diploma Accounting. At Riverina Institute, completion of a Diploma Accounting will provide first year credits towards a Bachelor of Commerce Degree. | |
| Delivery Offering | Albury, Griffith and Wagga Wagga |
| How will student be assessed? | Written tests, a centrally set exam, project work and practical tasks |
| Possible Credentials | Statement of Attainment towards FNS30315 Certificate III in Accounts Administration |
| HSC Unit Value | 2 Units |
| Eligibility | Year 11 or 12 |
| BOSTES Course No | 27200 |
| Contribute to ATAR | No |
| Work Placement | Mandatory – 35 hours per 2 HSC units |
| School Based Traineeship available | Yes |

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| **HUMAN SERVICES – INDIVIDUAL SUPPORT (AGEING)**  **Category B** | |
| Are you looking for a career in a specialised area of nursing? Our Aged Care course is for those students who have a desire to nurse those that cannot look after themselves and who require care and attention of a professional standard either in an aged care residential or community based care setting. You will achieve a full Certificate III qualification working in a simulated care setting whilst you learn about personal care of the aged, activities of daily living and carrying out activities related to an individualised plan of care. You will learn about healthy body systems, medical terminology, infection control, responding to behaviours, assisting clients with medication, supporting a client’s emotional wellbeing, working in a safe workplace, all whilst working as part of a team. | |
| Successful completion of this course will gain you the full Certificate III qualification which means you can obtain employment in an aged care facility immediately you finish school! The course is a pathway to further qualifications in Certificate IV Aged Care or to Certificate IV or Diploma qualifications in Leisure and Health which involves the design, implementation and evaluation of activities programs for the aged. There’s never been a better time to choose a career in aged care as this has been identified as an area of high demand for graduates and for those who are still studying. Remember, a career in the Health sector is portable, enabling employment opportunities both within Australia and overseas. | |
| Delivery Offering | Albury, Tumut and Young as face to face class  Coomealla, Corowa, Deniliquin, Finley, Hay, Lake Cargelligo, Leeton, Narrandera, Temora and West Wyalong via connected classroom |
| How will student be assessed? | Written tests, project work and practical tasks |
| Possible Credentials | CHC33015 Certificate III in Individual Support (Ageing) |
| HSC Unit Value | 6 Units |
| Eligibility | Year 11 |
| BOSTES Course No | 27101 + 27109 |
| Contribute to ATAR | Yes – if optional exam is completed after completion of the 240 hour course |
| Work Placement | Mandatory - 120 hours. Students must be 16 years of age, be immunised against infectious diseases and undergo a criminal record check |
| School Based Traineeship available | Yes |

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| **AUTOMOTIVE VOCATIONAL PREPARATION – Mechanical Technology Category B** | |
| This course will provide you with the relevant vocational skills required for employment and further training in the automotive industry. You will be performing practical tasks in an automotive workshop environment including minor servicing and preparatory work covering basic functions and operations of major systems and components including engines, petrol and diesel fuel, electrical, suspension and steering, exhaust, transmission and drivelines. Successfully completing this course will ensure you have the knowledge and skills to follow a career in a range of automotive disciplines. Students can also undertake this course with a motorcycle focus. | |
| The Certificate II course will provide a pathway to higher qualification courses and apprenticeships with the Light Vehicle or Heavy Vehicle disciplines. Light Vehicle courses involve mechanical work in the automotive light vehicle service and repair industry in a range of Certificate III qualifications including Light Vehicle Mechanical Technology, Automotive Body Repair, Automotive Refinishing, Automotive Electrical Technology or Motorcycle Mechanical Technology. Our Heavy Vehicle courses are for mechanical work in the automotive heavy vehicle service and repair sector. These are the courses to take for entry into the mining, construction and agricultural sectors and include Certificate III level in Heavy Commercial Vehicle Mechanical Technology or Agricultural Mechanical Technology. | |
| Delivery Offering | Albury, Coomealla, Cootamundra, Deniliquin, Griffith, Temora, Tumut, Wagga Wagga and Young |
| How will student be assessed? | Written tests, a centrally set exam, project work and practical tasks |
| Possible Credentials | AUR20716 Certificate II in Automotive Vocational Preparation |
| HSC Unit Value | 2 Units or 4 Units |
| Eligibility | Year 12 or 11 |
| BOSTES Course No | TBC |
| Contribute to ATAR | Yes – if optional exam is completed with 240 hour course |
| Work Placement | Mandatory – 35 hours per 2 HSC units |
| School Based Traineeship available | Yes |
| School Based Apprenticeship available | Yes |

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| **CONSTRUCTION PATHWAYS**  **Category B** | |
| Students undertaking this course will gain skills and knowledge suitable for employment in a range of disciplines within the building and construction industry. You will be performing practical tasks in a workshop environment using a range of carpentry tools and equipment to learn your trade. To do this you will also learn how to carry out measurements and calculations, to read and interpret plans and specifications and industry safety all whilst working as part of a trade team. Now choose your preferred trade! | |
| Successfully completing this course will allow learners to articulate into any general construction course which contain comparable competencies including Certificate III in Carpentry, Concreting, Bricklaying (Blocklaying), Cabinet Making or Carpentry and Joinery. Career opportunities include carpenter, plasterer, bricklayer, concreter, painter and decorator from trade level to beyond. This course will also assist in gaining an apprenticeship in any of the trade disciplines. | |
| Delivery Offering | Albury, Griffith, Finley and Wagga Wagga  BLOCK delivery also available at Albury of 6 x 1 week delivery periods in school holiday periods over two years |
| How will student be assessed? | Written tests, a centrally set exam, project work and practical tasks |
| Possible Credentials | CPC20211 Certificate II in Construction Pathways |
| HSC Unit Value | 2 Units or 4 Units |
| Eligibility | Year 12 or 11 |
| BOSTES Course No | TBC |
| Contribute to ATAR | Yes – if optional exam is completed with 240 hour course |
| Work Placement | Mandatory – 35 hours per 2 HSC units |
| School Based Traineeship available | Yes |

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| **ELECTROTECHNOLOGY - MECHATRONICS Category B** | |
| Interested in robotics?  The focus of this Cert II course is the new and exciting field of Mechatronics. Mechatronics is a combining of mechanical and electronics as it applies to the design of robotics and industrial automation. Mechatronics now plays a significant role in the automotive industry (all cars are now 50/50 mechanical and electronic) and is the basis of all modern industrial manufacturing from pharmaceuticals to components for space exploration. | |
| Successful completion of this course will provide you with a pathway to Diploma of Engineering Technical. The Diploma course will provide you with unit credit to a Bachelor of Engineering Mechatronics and in some cases guaranteed entry to the Degree program with our partner universities | |
| Delivery Offering | Blended consisting of online, web conferencing and mandatory workshops each term at Wagga Wagga |
| How will student be assessed? | Written tests, a centrally set exam, project work and practical tasks |
| Possible Credentials | UEE22011 Certificate II in Electrotechnology |
| HSC Unit Value | 2 Units or 4 Units |
| Eligibility | Year 12 or 11 |
| BOSTES Course No | TBC |
| Contribute to ATAR | Yes – if optional exam is completed with 240 hour course |
| Work Placement | Mandatory – 35 hours per 2 HSC units |

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| **PRIMARY INDUSTRIES – AGRICULTURE SPECIALISATION Category B** | |
| This specialisation study is for students who have completed the 240 hour course Certificate II in Agriculture and are wishing to further develop their technical skills and knowledge towards a Certificate III qualification. | |
| Successful completion of this specialisation will provide a pathway and advanced standing into Certificate III qualification within the Agriculture, Horticulture and Conservation and Land Management Training Package. Students can continue their studies in this industry with RI ranging from Certificate IV level through to Advanced Diploma level in course areas such as agriculture, irrigation, agribusiness, veterinary nursing and wool classing to name a few. Skills and knowledge gained will assist you in obtaining employment both in Australia and globally in positions both on the land and in associated industries. | |
| Delivery Offering | Delivery location will be negotiated with individual schools |
| How will student be assessed? | Written tests, a centrally set exam, project work and practical tasks |
| Possible Credentials | Transcript of units of competency achieved |
| HSC Unit Value | 1 Units (1 Unit x 1 Year - 60 hour course) |
| Eligibility | Year 12 |
| BOSTES Course No | 26803 |
| Contribute to ATAR | No |
| Work Placement | No |

**TAFE DELIVERED BOARD ENDORSED COURSES**

**(These courses do not contribute to the ATAR Ranking)**

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| **BEAUTY SERVICES – MAKE UP** | | | |
| Do you love beauty treatments and luxurious day spas? Are you a good communicator interested in helping client’s look and feel their best? This course will teach you a about a wide range of beauty treatments including manicures and pedicures, applying nail art, providing lash and brow treatments, designing and applying make-up including for photography sessions and demonstrating retail skin care. You will gain knowledge in the beauty industry, retail environment and develop skills in client consultation.  On completion of the Certificate IV in Beauty, students can complete further studies to a Diploma level. Career opportunities include salon work, make-up artist, beautician. Certificate IV in Beauty is designed to reflect the role of managers so having the skills to own and manage your own business is not out of the question! | | | |
| Delivery Offering | | Albury, Griffith, Wagga Wagga, Finley and Young face to face classes  Also available as 120 hour BLOCK delivery at Wagga Wagga and Young campuses of 3 x 1 week delivery periods in school holiday periods over one year | |
| How will student be assessed? | | Written tests, project work and practical tasks | |
| Possible Credentials | | Statement of Attainment towards  SHB30215 Certificate III in Make Up | |
| HSC Unit Value | | 2 Units or 4 Units | |
| Eligibility | | Year 12 or 11 | |
| BOSTES Course No | | TBC | |
| Contribute to ATAR | | No | |
| Work Placement | | Mandatory – 70 hours for the 240 hour course | |
| School based traineeship available | | Yes | |
| School based apprenticeship available | | Yes | |
| **COMMUNITY SERVICES** | | |
| Social Work involves supporting people who experiencing challenging times within their lives. This area is both challenging and rewarding and is primarily for those who seek solutions to problems faced by our community today. This course will provide you with skills and knowledge in the area of social work including the necessary components of communicating with clients and working with others, in addition to supporting the work of community service groups.  This is a pathway qualification to a career in community services and further study is available to Diploma level qualifications in a range of specialties including Community Services Work, Case Management, Youth Work, Drug and Alcohol work, Mental Health or Disabilities. The community service sector is experiencing rapid growth and there’s a high demand for skilled workers in regional areas. Positions in the community service sector commence with entry level support roles through to advanced practitioner and management level opportunities. There is a qualification to suit each level and each is a pathway to further study at the next level. | | |
| Delivery Offering | Albury, Coomealla, Deniliquin, Griffith, Wagga Wagga and Young | |
| How will student be assessed? | Written tests, project work and practical tasks | |
| Possible Credentials | CHC32015 Certificate III in Community Services | |
| HSC Unit Value | 4 Units | |
| Eligibility | Year 11 | |
| BOSTES Course No | TBC | |
| Contribute to ATAR | No | |
| Work Placement | Mandatory – 70 hours  Immunisation, working with children check and criminal record check may also be required. | |

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| **EARLY CHILDHOOD EDUCATION AND CARE** | |
| A career in Early Childhood Education and Care is for those with a special affinity for young children, their development and who value the experience of educating and caring for young children. If this is a career you aspire to, then the TVET course is your first step to fulfilling that dream! You will learn how to support the implementation of an approved learning framework, and how to support children’s wellbeing, learning and development. You will develop skills in supporting children to connect to their world, providing experiences to support their play and learning, promoting healthy food and drink, working with families to provide appropriate care in addition to working within a safe environment as part of a team.  Currently all early childhood educators are required to have (or be actively working towards) as a minimum an approved Certificate III level education and care qualification. On completion of this qualification you will receive advanced standing to the Diploma level course. Our highly regarded programs equip you with the practical skills and the knowledge to successfully gain employment in a wide range of early childhood education settings – from nannies or au pairs to educational leaders and directors; from long day care and preschool to family day care; and from assistants and room leaders to teachers and educational leaders; there’s no limit to what you can achieve. | |
| Delivery Offering | Albury, Cootamundra, Deniliquin, Griffith, Leeton, Temora, Tumut, Wagga Wagga, West Wyalong and Young |
| How will student be assessed? | Written tests, project work and practical tasks |
| Possible Credentials | Statement of Attainment towards CHC30113 Early Childhood Education and Care |
| HSC Unit Value | 4 Units |
| Eligibility | Year 11 |
| BOSTES Course No | 41824 |
| Contribute to ATAR | No |
| Work Placement | Mandatory – 35 hours |
| School Based Traineeship available | Yes |

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| **SPORT AND RECREATION** | |
| This course is for students wishing to pursue a career in the Sport and Recreation / Fitness industry. As part of this entry level course you will gain skills and knowledge to coach beginner or novice participants, assist in conducting outdoor activities, conduct basic warm up and cool down sessions, respond to emergency situations and apply first aid, maintain sport and recreation equipment, communicate effectively whilst developing and maintaining your knowledge of coaching practices. This is a great course to kick start your career!  This course provides a pathway to other qualifications in the Sport, Fitness and Recreation Training Package. Successful completion of the Cert II qualification will enable you to work in the sport and recreation industry in a generalist capacity under supervision including providing support for sport and recreation programs, retail and customer service assistance, administration assistance and café service in locations such as fitness centres, outdoor sporting complexes or aquatic centres. Further qualifications will provide career opportunities in a variety of roles at every level of the sporting arena; roles for fitness instructors, personal trainers, coaches, officials, referees, development officers, administrators, venue operators and ground maintenance just to name a few. | |
| Delivery Offering | Online with weekly web conferencing |
| How will student be assessed? | Written tests, project work and practical tasks |
| Possible Credentials | SIS20115 Certificate II in Sport and Recreation |
| HSC Unit Value | 3 Units |
| Eligibility | Year 11 or 12 |
| BOSTES Course No | 50406 |
| Contribute to ATAR | No |
| Work Placement | Mandatory – 35 hours |
| School Based Traineeship available | Yes |

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| **ANIMAL STUDIES – VETERINARY NURSING** | |
| This course is for animal lovers - particularly those seeking a career in veterinary nursing or animal welfare. You will gain valuable skills and knowledge to work in the animal industry including providing basic first aid for animals, assisting in the hygiene, health and care of animals, feeding and watering animals, providing basic care of common native animals and providing reception services which also involves providing information on products and services to customers.  Successful completion of this qualification will provide you with career opportunities as a Veterinary nursing attendant, kennel hand, cattery hand or pet shop assistant. You may also receive advanced standing into higher level qualifications such as Certificate IV in Veterinary Nursing. | |
| Delivery Offering | National Environment Centre Albury and Primary Industries Centre Wagga Wagga  BLOCK delivery also available at Primary Industries Centre of 6 x 1 week delivery periods in school holiday periods over two years |
| How will student be assessed? | Written tests, project work and practical tasks |
| Possible Credentials | ACM20110 Certificate II in Animal Care |
| HSC Unit Value | 2 Units or 4 Units |
| Eligibility | Year 12 or 11 |
| BOSTES Course No | TBC |
| Contribute to ATAR | No |
| Work Placement | Mandatory – 70 hours for the 240 hour course |
| School Based Traineeship available | Yes |

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| **FORESTRY** | |
| This is an introductory course for those who are seeking to work in the forest industry. Forest Growing and Management covers essential aspects of the industry such as growing stock for future forests and provides you with an understanding of the management of the growth and form of forests and the environmental risks associated with the forest industry. You will gain skills in chemical use, chainsaw operation and firefighting.  Successful completion of this qualification will enable you to seek employment as an arboriculture worker, farm forestry worker, forestry worker, nursery worker or plantation establishment worker. This course will also provide a pathway to higher qualification courses from Certificate III to Advanced Diploma level offering opportunities to gain employment from Supervisory to Management levels in the Forest industry. | |
| Delivery Offering | Tumut  Also offered as BLOCK delivery at Tumut campus of 6 x 1 week block sessions over 2 years |
| How will student be assessed? | Written tests, a centrally set exam, project work and practical tasks |
| Possible Credentials | FPI20116 Certificate II in Forest Growing and Management |
| HSC Unit Value | 4 Units |
| Eligibility | Year 11 |
| BOSTES Course No | TBC |
| Contribute to ATAR | No |
| Work Placement | 70 hours required for completion of this course |

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| **ENGINEERING PATHWAYS** | |
| This course will enable you to gain a broad range of skills appropriate for entry level employment in the engineering industry - especially in the area of metals and engineering. You will gain practical skills in a workshop environment using engineering workshop machines, electric welding machines, oxy-acetylene and soldering equipment, fabrication equipment and pulling apart and re-assembling engineering mechanism in addition to undertaking an engineering project providing you with the skills to pursue employment or further education in this industry.  A career in Engineering can be as rewarding as it is diverse. From metal fabrication and welding to mechanical engineering, our programs equip you with the practical skills and knowledge to successfully gain employment locally, nationally and globally. Engineering Pathways will provide you a pathway to an apprenticeship in Certificate III Engineering - Mechanical Trade or further qualifications including Certificate IV in Engineering through to Diploma of Engineering - Advanced Trade. Career opportunities include Fitter and Turner, Metal Fabricator, Welder, Boilermaker, Mechanical Engineer. | |
| Delivery Offering | Cootamundra, Deniliquin, Griffith, Leeton, Tumut, West Wyalong and Young |
| How will student be assessed? | Written tests, a centrally set exam, project work and practical tasks |
| Possible Credentials | MEM20413 Certificate II Engineering Pathways |
| HSC Unit Value | 3 Units |
| Eligibility | Year 11 |
| BOSTES Course No | 59727 |
| Contribute to ATAR | No |
| Work Placement | No |
| School Based Traineeship available | Yes |

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| **PLUMBING** | |
| This course is for students who are seeking to gain an apprenticeship in the plumbing trades or who want to work in the industry. Students will receive an introduction to the trade and learn about basic work practices and procedures including safety, reading plans and calculating quantities and using plumbing hand and power tools, they will acquire skills in basic fabrication using oxy acetylene and manual arc welding equipment and they will learn about terminology and how to provide first aid in the workplace.  In Australia the plumbing industry provides employment across a wide range of vocations and services. The industry is divided into three (3) main categories – residential, commercial and multi-storey construction. It is one of the most diverse single industries. Successful completion of the Certificate III (CPC32413 and/or the completion of a plumbing apprenticeship followed by the successful completion of a number of Certificate IV units will enable you to apply to the NSW Fair Trading for a Plumbing Licence. | |
| Delivery Offering | Albury and Wagga Wagga  Also available as BLOCK delivery at Wagga Wagga campus of 6x 1 week delivery periods in school holiday periods over two years |
| How will student be assessed? | Written tests, a centrally set exam, project work and practical tasks |
| Possible Credentials | Statement of Attainment towards CPC32413 Certificate III in Plumbing |
| HSC Unit Value | 4 Units |
| Eligibility | Year 11 |
| BOSTES Course No | TBC |
| Contribute to ATAR | No |
| Work Placement | No |
| School Based Apprenticeship Available | Yes |