

# WARRAWONG HIGH SCHOOL

## Senior Subject Selection Handbook 2022



Education &  
Communities



# Your 2023-2024 HSC

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# A Message to Year 10 students

Dear Parents/Caregivers and Year 10 students,

You are about to enter the exciting last stage of your high school journey. At Warrawong HS, we believe that choosing subjects for your HSC should not only be a family decision, but a collaboration with your teachers so you can make the best decisions that will allow you to succeed and thrive in your senior years.

We have put in place an extensive program of support to assist you in selecting the right combination of subjects for Years 11 and 12 with your future goals in mind.

Year 10 students have had the opportunity to engage in a series of career-based sessions and work experience to broaden their understanding of the world of work. Following the Subject Selection Information evening, staff will continue to work with students to provide information and advice about the courses on offer at Warrawong HS to support different patterns of study and exit outcomes.

Individual course selection conference meetings are conducted by Mrs Christine Goldspink (Deputy Principal), Mr Kurt Costello (Year Advisor), Mr Peter Cattle (Careers Advisor), and Mr Joseph Gander (HT Secondary Studies). The purpose of meetings is to assist students in making personalised, informed decisions that will reflect their future goals, personal needs and interests, and demonstrated abilities.

Warrawong High School is a small school, but we commit to offering a broad curriculum so we can meet the various needs of our students. We also encourage students to investigate options at TAFE as well as Distance Education as a way of achieving the best possible pattern of study.

We have experienced, talented and enthusiastic teachers at Warrawong HS who provide engaging learning experiences within a positive classroom environment. Our Learning and Support Team has effective processes to identify and support students of all abilities, combined with a Wellbeing Team who endeavour to support the holistic growth of our students through to their completion of high school. I encourage you to utilise the expertise in these teams to support you with your individual needs.

When making decisions about which courses to choose for your HSC, please keep in mind the following:

## **ABILITIES**

Choose subjects that you are capable of doing well. There is no point in choosing a subject that is either too difficult or will not challenge you. Consider how manageable the pattern of study is for your lifestyle: including work, sport, and social commitments and whether you meet course requirements.

## **CAREER ASPIRATIONS AND NEEDS**

Be realistic about your career aspirations and choose subjects that will benefit your goals and future directions. Gather information about requirements and have a clear understanding about options and pathways to achieving your goals.

## **INTERESTS**

Choose subjects that genuinely interest you. Remember that you will be doing the course for two years. Make sure you know the content, skills, and requirements of courses you are interested in selecting.

I look forward to working together with students and families throughout your senior years at Warrawong High School.

Yours sincerely,  
Mrs Christine Goldspink  
Deputy Principal

Mr Brad Hughes  
Principal

# Information about the HSC

The Higher School Certificate (HSC):

- Is the culmination of a student's school career.
- Is the highest educational award that can be achieved at a secondary school in NSW.
- Reports student achievement in terms of a **standard** achieved in individual courses.
- Presents a **profile** of student achievement across a broad range of subjects.
- Offers you a full range of courses complementing individual abilities, interests and goals.
- Engages students in courses that are linked to further education and training.
- Includes extension courses (including undergraduate university courses) that enable students to undertake more in-depth study in areas of special interest.
- Includes Vocational Education and training courses that count towards the HSC and will also lead to qualifications recognised across a range of industries.
- Includes Life Skills courses for students with special education needs.

Please note that the information contained in this booklet is current and accurate as of July, 2022.

## HSC Minimum Standards – Reading, Writing and Numeracy

**From 2020, only students who meet the HSC minimum standard will receive a Higher School Certificate testamur.**

Students will be provided with two (2) opportunities per year to pass the standard identified below.

To show they meet the standard students need to achieve:

- Level 3 or 4 in the online reading test.
- Level 3 or 4 in the online writing test.
- Level 3 or 4 in the online numeracy test.

Some students with disability may be exempt from meeting the minimum standard to receive their HSC testamur.

# HSC MINIMUM STANDARD

## FACT SHEET

You need reading, writing and maths skills to be successful in everyday life after school. That's why you're required to show a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC) from 2020.

To check you have the basics right, you need to sit short **online tests of reading, writing and maths for everyday life**.

You get two chances a year to pass each of the tests from Year 10 until a few years after the HSC. Your school will help you decide when you are ready to take each test.

If you pass the online tests of basic reading, writing and numeracy skills you will show you've met the HSC minimum standard.



## HOW IS THE STANDARD SET?

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

- ✓ Following safety instructions in equipment manuals
- ✓ Understanding a mobile phone plan
- ✓ Writing a job application
- ✓ Creating a personal weekly budget.

The HSC minimum standard is part of a plan to ensure students have essential literacy and numeracy skills.

## All My Own Work

*HSC: All My Own Work* is a mandatory program designed to help HSC students to follow the principles and practices of good scholarship.

It consists of five modules:

- Scholarship Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- Working with Others

Students need to complete all of the All My Own Work modules to be enrolled in the Year 11 Preliminary Course.

Students will complete All My Own Work in Year 10 during Term 4, 2022 in consultation with their Year Advisor. If the student is absent during the teaching of the modules, they must notify their Year Advisor as soon as they return to school.

## Students Online Account

Students Online is your source for important information about your study from Year 10 to the HSC.

Once you have logged into Students Online:

- check your confirmation of entry to ensure your name, courses, address, email and phone number are correct.
- inform your school of any name changes or course concerns.

You can change your address, email and phone number in the personal details section.

You can download your free PDF credentials in the Results Services section.

You can find helpful information in My Account under Manuals and Guides.

By activating this account students will be able to receive significant information leading to their HSC and access their results online after they leave school. Students will be encouraged to activate their Students online account during the Subject Selection interviews.



## What type of course can I select?

There are different types of courses that you can select in Years 11 & 12.

### Board Developed Courses

The NSW Education Standards Authority (NESA) develops these courses. There is a syllabus and support documents for each course that contains:

- The course objectives, structure, content and outcomes.
- Specific course requirements.
- Assessment requirements.
- Sample examination papers and marking guidelines.

All students entered for the HSC who are studying Board Developed Courses follow these syllabuses.

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).

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

### Content Endorsed Courses

Content Endorsed courses are designed to cater for areas of special interest not covered by the Board Developed courses.

Some are designed by NESA while some are designed by organisations such as TAFE. There is no external examination for any Content Endorsed course. These courses count towards the Higher School Certificate and appear on the Record of Achievement.

Content Endorsed courses are not counted 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 that 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 Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between various education and training sectors and employment.

These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained.

Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

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

Stage 6 (Years 11 and 12) Life Skills courses are available for students following a Special Program of Study for the Higher School Certificate.

The school's Learning Support team will make decisions about placements in Life Skills courses. Participation in a Special Program of Study will be based upon an individual Learning Support Plan that will occur for both the Preliminary and HSC 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 HSC course.

There is no ATAR available for students completing Life Skills courses.

Board Developed Courses	Board Endorsed Courses
HSC examination except for: <ul style="list-style-type: none"> <li>optional examination in English Studies and Mathematics Standard 1 and VET Curriculum Framework courses</li> <li>all Life Skills courses</li> </ul>	No HSC examination – school-based assessment only
May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).	Not included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).
Includes some Vocational Education and Training (VET) courses.	Includes some Vocational Education and Training (VET) courses.
Includes Life Skills courses.	

## Requirements for the award of the HSC

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

- Students must complete at least 12 units of preliminary courses and 10 units of HSC courses, including English, to receive the HSC.
- 2 units of compulsory English
- at least 6 units of Board Developed Courses
- at least 3 courses of 2 units value or greater
- at least 4 subjects (including English)
- a maximum of 6 units of Science may be included in the Year 11 pattern of study.
- a maximum of 7 units of Science may be included in the Year 12 pattern of study.

### Additional information

Assessment expectations are clearly outlined in the Warrawong High School Assessment Policy Student Handbook 2022.

Warrawong High School students are expected to maintain 12 units of courses at school throughout Year 11 and 12. Variation to this will be determined in consultation with the Deputy Principal, Head Teacher Secondary Studies and Careers Advisor.

The New South Wales Education Standards Authority (NESA) Website:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home> contains information about courses and the HSC.

**If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course.** The booklet, *Steps to Uni for Year 10 Students*, published by UAC and available from the Careers Adviser, contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.

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.

## Important terms used in the HSC

### What are units?

All courses offered for the HSC 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 (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 units = 4 hours per week (approximately 120 hours per year)

= 100 marks

### Extension Courses

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 the 2 unit course, and are available in English and Mathematics.

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

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

Extension courses are generally timetabled outside normal school hours, either before or after school. Students wishing to study an extension subject will need to apply with their Deputy Principal and the Head Teacher Secondary Studies. In addition students nominating to study a subject at an extension level need to be aware of the additional commitment of time required to succeed in these more challenging courses.

### Preliminary Course

Subjects in the senior years have been divided into the Preliminary Course (Terms 1, 2 and 3 in 2022) and the HSC course (Term 4 in 2022 and Terms 1, 2 and 3 in 2023).

A Preliminary course must be satisfactorily completed before students are able to begin the HSC course.

### What are exclusions?

In general, students may not concurrently study two courses in the one subject area. The exclusions that are most likely to apply to students are Science courses which can be studied with any other Science course in the Preliminary year, up to 6 units. However, there are other potential exclusions that will need to be discussed during the subject selection process.

### Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR):

- is for students wishing to gain a place at a university.
- is a rank NOT a mark.
- provides information about how a student performs overall in relation to other students.

## 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 HSC courses (including at least two units of English, **excluding** English Studies) of ATAR courses including at least eight units of Category A courses.

The Board Developed courses must include at least three courses of two units or greater and at least four subjects; see 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 of:

- 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:

- 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, HSC English Extension 1, EAL/D, English Studies etc.
- Students who are eligible for an ATAR under Rule 1 need to have completed at least eight units of Category A courses for their ATAR to be based on ten units.

## Accumulation - Pathways

Students may spread out their HSC studies over a number of years. Units may be accumulated over a total time span of up to five consecutive years.

Students who are accumulating the HSC will receive a Result Notice for each calendar year of study. These cumulative transcripts will record all Preliminary and HSC courses satisfactorily completed, including repeat attempts.

On completion of the accumulation, all HSC pattern of study requirements must have been met for both the preliminary and HSC courses. They do not need to be met for each calendar year of accumulation.

Students who choose to accumulate must be aware that some courses may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil Higher School Certificate requirements. This is designed to cater for the needs of the growing numbers of mature age and accelerated students. It also enables students to repeat courses, where needed, as well as studying part-time, if desired.

## Course Selection Considerations

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school.

When planning your HSC pattern of study consider your:

- Abilities.
- Interests/Motivation.
- Career aspirations and needs.
- Syllabus requirements - Practical/Major work components.
- Subject combinations.
- Other commitments.

It is important and expected that students engage in conversations with their parents, Deputy Principal, Head Teacher Secondary Studies, Career's Advisor, Year Advisor and teachers when planning their HSC pattern of study.

You may also wish to access:

- Australia's National Career Information Service, called myfuture, at [www.myfuture.edu.au](http://www.myfuture.edu.au) and
- Jobguide website at [www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

### **Do Not:**

1. Choose subjects based on your friends' choices or on whom you think the teacher might be.
2. Approach your subject selection with the attitude that you can "try" subjects and change them if you do not like them.
3. It is wiser to find out as much as you can before you select. Those students undertaking a TVET course must maintain 14 units until the completion of Term 3.
4. Play the scaling game. You will not be "scaled up" just for choosing a "hard" subject. Your scaled mark for any course relates to your performance in that course and the quality of the other candidates in that course. The scaling process will not advantage you.
5. Choose subjects based on "rumours", because of excursions, you believe that the course is a "bludge" subject or you thought it was a girls or boys' only course.
6. Choose an unrealistic or unachievable pattern of study that does not reflect your skills or ability.

## Confirmation of Entry

Students will receive a NESA **Confirmation of Entry** from the school.

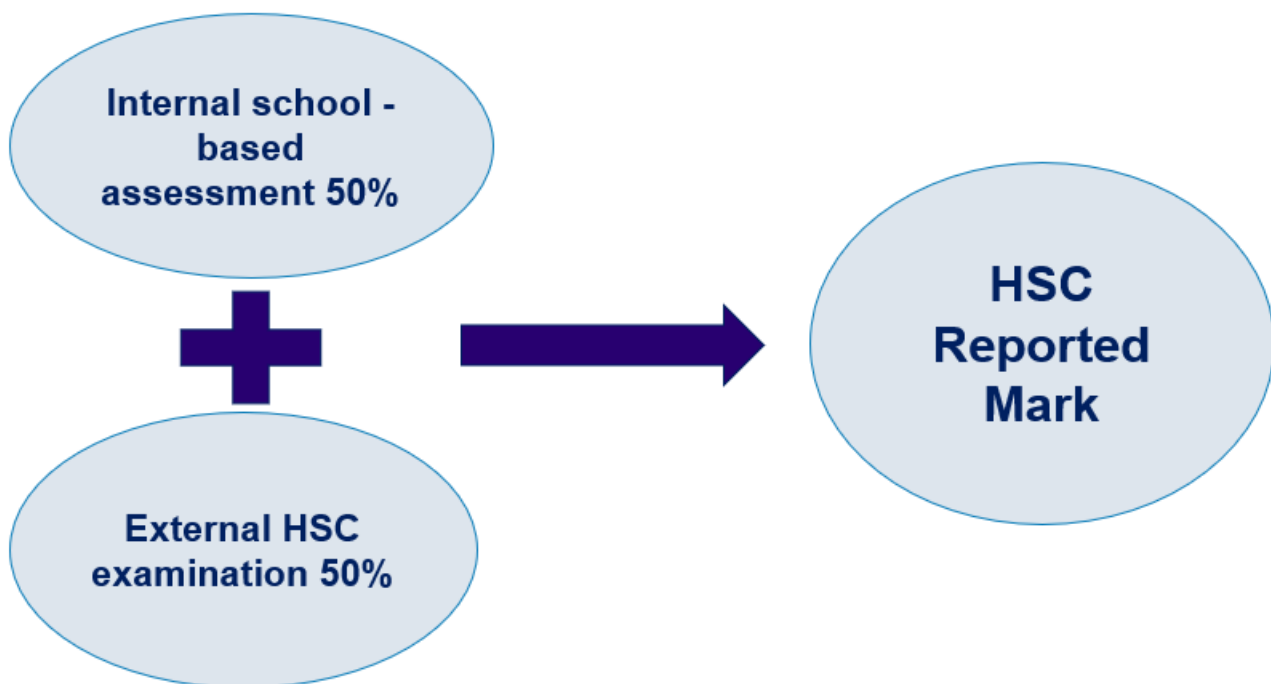
Before signing the Confirmation of Entry each year (Years 10, 11 and 12) students should **check that they are:**

- enrolled in the correct courses
- eligible for:
  - Year 10: Record of School Achievement
  - Year 11: Stage 6 Preliminary
  - Year 12: HSC

The Confirmation of Entry reflects the subjects the student will receive results for at the end of each course.

If you have any concerns about your Confirmation of Entry, you must inform the Deputy Principal or the Head Teacher Secondary Studies as soon as possible.

## Assessment and Reporting



- The HSC reports provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The syllabuses, along with assessment and examination information and a performance scale will be used to describe your level of achievement.
- For every HSC Board Developed Course (except VET courses) you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.



## **Information for Students Undertaking School Delivered VET Courses**

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

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

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

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

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

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

### **Optional External HSC Examination**

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

### **Assessment Procedures**

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

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

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

### **Student Selection, enrolment and induction procedures**

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

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



**Fees and charges**

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

**VET Enrolment**

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

**Freedom of Information and Privacy**

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

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

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

**Work Placement**

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

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

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

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

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

**Unique Student Identifier**

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

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

## **Externally Delivered VET (EVET)**

Externally Delivered Vocational Education and Training (EVET) courses are delivered by TAFE or other VET Providers.

EVET allows school students to gain workplace skills and experience to get a head-start on their chosen career.

EVET allows you to:

- gain practical, work-related skills to enhance your future employment opportunities.
- complete units that count towards your Higher School Certificate (HSC).
- start or complete a nationally-recognised VET qualification while still at school.
- receive a nationally-accredited Certificate qualification or a Statement of Attainment if you achieve in one or more units of competency. Most EVET courses articulate into further nationally accredited courses delivered by TAFE, or other private providers.

EVET courses are offered across a variety of job areas, such as children's services, automotive mechanics, animal studies, human services (nursing), and many more.

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

EVET Board Developed Courses contribute to the Australian Tertiary Admissions Rank (ATAR) with students able to sit for an optional Higher School Certificate examination.

### **Work placement**

Many EVET courses include some time working in the industry area of your course. This is called Work Placement and students learn new skills and apply the skills they have already learnt as part of their course. EVET 240 hour Board Developed Courses include mandatory work placement of 70 hours. Board Endorsed Courses may also have a mandatory work placement component.

Work placement helps students to:

- gain insights into the kind of career they would like to have
- make informed decisions about further training and study
- become more employable
- be better equipped for business and employment opportunities.

When applying for an EVET course students and their parents will need to show that career pathway planning is integral to the student's course selection. The student needs to understand the commitment required including:

- the completion of all course requirements, including mandatory work placement
- regular attendance. Students are responsible for arranging their own travel and meeting the travel costs
- timetabling issues which may require students to catch up on class work missed at school.
- having access to the required equipment and resources

## Skills at School Virtual VET Courses

20 virtual courses will be added to the EVET Tool. Please investigate these to ensure these courses are suitable for your students and your school site. Details of these courses are outlined in the course descriptor on the EVET website, including if courses have a face to face component. **Year 11 2023 students can enrol** in these Skills at School Virtual VET courses.

### What are virtual VET courses

These courses combine teacher-led virtual classrooms with workshops and work placements across a range of exciting courses for growth industries.

The aim is to connect secondary students across NSW with the skills they'll need to fill the jobs of the future.

Virtual VET courses offer the following benefits:

- An opportunity to complete a nationally recognised vocational education and training (VET) qualification that contributes to the HSC.
- The opportunity to undertake an HSC examination and have the result potentially contribute to the ATAR as a Category B subject.
- A teacher-led virtual classroom.
- Scheduled workshops for practical, hands-on skills (where applicable).
- 24/7 access to content.
- Collaboration with other students around NSW via the virtual classroom environment.
- Some of the courses offer access to more demanding content from higher level qualifications not usually associated with traditional VET courses for school students.
- Access to leading industry software, simulated workplaces and tools.
- Refer to the website: [Virtual VET courses \(nsw.gov.au\)](https://www.nsw.gov.au/virtual-vet).



**Applications to undertake an EVET course open during term 2. Closing date for first round offers is Term 3 week 8.**

**Students may select more than one course however the first preference will be offered based on course availability.**

**Students must read the course descriptor before selecting the course.**

**Contact the school's VET coordinator or careers adviser for details on what EVET courses are available and how to apply.**

## Reporting Model

Students successfully completing their Higher School Certificate will receive a portfolio of results. The portfolio will contain their Higher School Certificate testamur and a Summary of Results.

If students complete VET courses they are issued with additional certification of their achievements with an indication of the competencies that they have achieved. Working examples are below.



HIGHER SCHOOL CERTIFICATE Record of Achievement				
This is to certify that Sample Student of Sample High School has met the requirements of the Higher School Certificate and received the results shown below.				
STAGE 6 HSC COURSES				
Year	Course	Examination Mark	Assessment Mark	
Board Developed Courses				
2016	English (Advanced) (2 unit)	65/100	65/100	
	Hospitality (2 unit)	Refer to Vocational document		
	Hospitality Examination (Food and Beverage)	83/100	N/A	
	Mathematics General 2 (2 unit)	68/100	68/100	
	Modern History (2 unit)	74/100	70/100	
	Society and Culture (2 unit)	77/100	77/100	

# HIGHER SCHOOL CERTIFICATE

## Record of Achievement

NEW  
EDUCATION  
STANDARDS  
AUTHORITY

This is to certify that  
**Sample Student**  
of  
**Sample High School**

has met the requirements of the Higher School Certificate and has  
received the results shown below.

### STAGE 6 PRELIMINARY COURSES

Year	Course	Result
Board Developed Courses		
2015	Business Studies (2 unit)	D
	English (Advanced) (2 unit)	C
	Hospitality (2 unit)	Refer to Vocational documentation
	Mathematics General (2 unit)	B
	Modern History (2 unit)	C
	Society and Culture (2 unit)	C

Assessment  
Mark and  
Stage 5  
rates.

Student Number: 8009882

Issued by NESA with a function on 16 May 2017 at Sydney, NSW.  
Australia

*Pauline*  
Chief Executive Officer  
New South Wales Education Standards Authority

Most BDC HSC courses listed with Assessment Mark, Examination Mark, HSC Mark and Performance Band. All Preliminary and Stage 5 courses will be on separate certificates.

Student eRecord	
This record is produced from an online web-accessible system. For information about NESA credentials – the Higher School Certificate (HSC) and the Record of School Achievement (RoSA), go to <a href="http://educationstandards.nsw.edu.au">educationstandards.nsw.edu.au</a>	
Sample Student of Sample High School	
STAGE 6 HSC COURSES	
Specify in the following courses	
Year	Course
Board Developed Courses	
2017	English (Advanced) (2 unit)
	Entertainment Industry (2 unit)
	Entertainment Industry Examination
	Japanese Continuers (2 unit)
	Music 1 (2 unit)
	Society and Culture (2 unit)

Student eRecord	
This record is produced from an online web-accessible system. For information about NESA credentials – the Higher School Certificate (HSC) and the Record of School Achievement (RoSA), go to <a href="http://educationstandards.nsw.edu.au">educationstandards.nsw.edu.au</a>	
Sample Student of Sample High School	
STAGE 6 PRELIMINARY COURSES	
Year	Course
Board Developed Courses	
2016	English (Advanced) (2 unit)
	Entertainment Industry (2 unit)
	Japanese Continuers (2 unit)
	Modern History (2 unit)
	Music 1 (2 unit)
	Society and Culture (2 unit)

Student eRecord certificates will be available on Students Online.

Ensure you have activated your Students Online account.

# Warrawong High School for Full-Time and Part-Time Students

I am staying on for the senior years



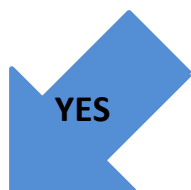
## Study Program

Students:

- Must complete 12 units in Year 11.
- Must complete 12 units in Year 12.
- At least 2 units of English
- At least 6 units from Board Developed Courses
- At least 3 courses of 2-unit value or greater



Do I want to go directly into tertiary education?



**YES**



**NO**

### HSC with an ATAR

### Non-ATAR HSC

Choose:

- At least 10 units from Board Developed courses.
- At least 8 units from Category A Courses.
- At least 2 units of English.
- At least 3 Board Developed courses of 2-unit value or greater.

Choose:

- At least 6 units of Board Developed courses.
- At least 2 units of English.
- Or other Content Endorsed Courses.



**Vocational Education and Training courses for both Pathways**



## Courses for the Preliminary and Higher School Certificate

COURSES			
Courses	Faculty	ATAR / Non-ATAR	Course Type
Ancient History	HSIE	ATAR	A
Biology	Science	ATAR	A
Business Studies	HSIE	ATAR	A
Community and Family Studies	PDHPE	ATAR	A
Chemistry	Science	ATAR	A
English Advanced	English	ATAR	A
English Extension I	English	ATAR	A
English Standard	English	ATAR	A
English Studies	English	ATAR	B
Exploring Early Childhood	TASAM	Non-ATAR	CEC
Food Technology	TASAM	ATAR	A
Hospitality VET	TASAM	ATAR	B
Industrial Technology – Timber Products	TASAM	ATAR	A
Investigating Science	Science	ATAR	A
Languages – Italian Beginners	PDHPE	ATAR	A
Marine Studies	Science	Non-ATAR	CEC
Mathematics Advanced	Maths	ATAR	A
Mathematics Extension 1	Maths	ATAR	A
Year 11 Mathematics Standard/Year 12 Mathematics Standard 2 (Cat A), Standard 1 (Cat B)	Maths	ATAR	A
Modern History	HSIE	ATAR	A
Numeracy	Maths	Non-ATAR	CEC
Personal Development, Health & Physical Education	PDHPE	ATAR	A
Photography	TASAM	Non-ATAR	CEC
Physics	Science	ATAR	A
Retail Services VET	HSIE	ATAR	B
Sport, Lifestyle & Recreation	PDHPE	Non ATAR	CEC
Sport Coaching	PDHPE	Non-ATAR	BEC
Visual Arts	TASAM	ATAR	A
Work Studies	HSIE	Non-ATAR	CEC

### Course Type:

A: Category A

B: Category B (only 1 Category B course can contribute to an ATAR)

CEC / BEC: Content Endorsed Course / Board Endorsed Course

# WARRAWONG HIGH SCHOOL

## Senior Subject Selection



### Subject Selection Timeline – Term 3, 2022

Date	Information
<b>Week 3</b>	<p><b>Tuesday 2<sup>nd</sup> August 6pm-7.30pm – WHS School Hall</b>  <b>Mandatory Subject Selection Information Evening</b>  <b>Year 10 Students and Parents/Carers</b></p> <p>Stage 6 Subject Selection Handbook and mandatory course information distributed to students and parents/carers. Representatives from TAFE, University of Wollongong and other agencies will be present. Students will be required to read through the handbook and discuss with parents their preferred courses prior to Week 4 selection meetings.</p>
<b>Week 3</b>	<p><b>Wednesday 3<sup>rd</sup> August – During timetabled lessons</b></p> <p>Students will attend a series of information sessions with faculty head teachers throughout the school day. Students can use this time to ask questions they may have regarding course selections.</p>
<b>Week 4</b>	<p><b>Monday 8<sup>th</sup> – Friday 12<sup>th</sup> – Individual Course Selection Meetings</b></p> <p>Throughout the week, students will have meetings with their Deputy Principal, Careers Advisor, Year Advisor, and HT Secondary Studies to finalise their subject sections.</p>



Education &  
Communities





# Subject Selection Information

The subject selection process will be completed in consultation with the Deputy Principal, Head Teacher Secondary Studies and Careers Advisor. **Students should complete the following information in preparation for their selection meetings that will follow in Week 4, Term 3, 2022.**

## Step 1: Understanding the Higher School Certificate

Using the content of this Handbook, complete the following questions in consultation with your parent/carer.

Why is it important to meet the HSC Minimum Standards for reading, writing and numeracy prior to completing your HSC?

---

---

What course is compulsory for you to complete in Years 11 and 12 to receive a HSC?

---

What are 'units'?

---

---

What two components generate your HSC Reported Mark?

---

---

## Step 2: Subject Selection Consideration

From the list of subjects on page 22, write the top 6 subjects are considering studying for the 2023-24 HSC.

Level of English (Advanced / Standard / Studies)

---

Subject option 1:

---

Subject option 2:

---

Subject option 3:

---

Subject option 4:

---

Subject option 5:

---

Subject option 6:

---

### Step 3: Complete Questions

What career options are you considering for your future? \_\_\_\_\_

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| Do you wish to complete Saturday School?         | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Do you wish to complete Year 12?                 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Do you wish to complete an EVET course?          | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Do you wish to receive an ATAR?                  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Do you wish to an apprenticeship?                | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Have you activated your Students Online account? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

### Step 4: Declaration

I completed this form in consultation with: \_\_\_\_\_

I have read the information within this Handbook and have the following questions:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Student Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

### Step 5: Complete Information for Unique Student Identifier (USI)

From 2015, anyone undertaking a Vocational Education and Training course or a White Card/First Aid course (eg: through TAFE or other training providers) is required to have a "Unique Student Identifier" (USI). It is used to identify your child/ward when undertaking any vocational training.

A USI allows students to login into their training account and see all their training records and the results of all courses started and completed. Students can also print out all of their results to take to an employer when they are applying for a job or to any training provider when you are doing any additional courses.

Warrawong High School requests that all students starting Year 11 have a USI account and record this number on the careers website in the student secure area, ([www.warrawonghighcareers.com](http://www.warrawonghighcareers.com)). Students can access this site anywhere.

If you have not yet obtained a USI you can apply for it directly at <http://www.usi.gov.au/create-your-USI/> on computer or mobile device or log on to [www.warrawonghighcareers.com](http://www.warrawonghighcareers.com) and enter secure student area. Please note that if you would like to specify your gender as 'other' you will need to contact the USI Office for assistance.

**Enter your Unique Student Identifier (USI) below if you already have one.**

Unique Student Identifier (USI)

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

If students cannot apply at home or are having difficulties applying, the Careers Advisor will help them apply during their Subject Selection Interview. Students will need a form of identification. This can be a copy of their Birth Certificate, Medicare Card, Passport or Learners Driving Licence.

If you would like the Careers Advisor to help your child/ward apply for a USI number, a Medicare Card is generally the easiest way. Students can either bring their Medicare card to the interview, take a photo of the Medicare card or complete details below.

The following details will be required:

Medicare Number: \_\_\_\_\_

Name: \_\_\_\_\_ (Exactly as on Card)

Reference Number on card: \_\_\_\_

Expiry Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Public Schools NSW Wagga Wagga, RTO 90333 VET ENROLMENT FORM

Personal details	
Full Name	

**Date of Birth**        /        /

**Privacy Notice: This form contains sensitive information and must be securely stored.**

For more information about NCVER's Privacy Policy go to <https://www.ncver.edu.au/privacy>.

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

The Registered Training Authority (RTO) is responsible for the quality of the training and assessment in compliance with The Standards for RTOs 2015 and for the issuance of the Australian Qualifications Framework (AQF) certification documentation, <https://www.asqa.gov.au/about/australias-vet-sector/standards-registered-training-organisations-rtos-2015>. Prior to enrolment the RTO provides accurate information that enables the learner to make informed decisions about undertaking training with the RTO. Every student is provided with a specific site VET Course Information sheet that provides qualification information.

## Complaints and appeals statement

<https://education.nsw.gov.au/policy-library/policies/complaints-handling-policy>  
For specific RTO procedures please contact your school's VET coordinator.

## Fees and refunds

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

**If you have a disability, impairment or long-term condition, communicate this with your school to ensure your learning is supported.**

Has VET learning support been discussed prior to enrolment? Yes / No

Have you completed the LLN Robot quiz or another LLN assessment prior to enrolment? Yes / No\* (\* if No please discuss this with your school)

### Unique Student Identifier (USI)

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

Each student must provide the school with their USI number before enrolment in a VET course. This USI must be verified by your school.

[illegible]

### Training Product (Qualification) Details

Your school has the Authority to Deliver (ATD) the following courses. (Schools MUST delete the courses they do not / cannot offer)

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

AHC10216 Certificate I in AgriFood Operations	<input type="checkbox"/>	CUA30420 Certificate III in Live Production and Technical Services (240 hour + 60 hour SS)	<input type="checkbox"/>	SIT20316 Certificate II in Hospitality	<input type="checkbox"/>
AHC20116 Certificate II in Agriculture	<input type="checkbox"/>	Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services (240 hour course)	<input type="checkbox"/>	SIT20416 Certificate II in Kitchen Operations	<input type="checkbox"/>
AHC21216 Certificate II in Rural Operations	<input type="checkbox"/>	SIS30521 Certificate III in Sport Coaching	<input type="checkbox"/>	FSK20119 Certificate II in Skills for Work and Vocational Pathways (180 hour course)	<input type="checkbox"/>
	<input type="checkbox"/>				
AHC30116 Certificate III in Agriculture (240 hour course + 120 hour or 60 hour SS) <u>Yanco and DSoDE only</u>	<input type="checkbox"/>	MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways	<input type="checkbox"/>	Statement of Attainment towards FSK20119 Certificate II in Skills for Work and Vocational Pathways (120 hour course)	<input type="checkbox"/>
BSB30120 Certificate III in Business	<input type="checkbox"/>	SIR30216 Certificate III in Retail	<input type="checkbox"/>	ICT30120 Certificate III in Information Technology (HSC 2023)	<input type="checkbox"/>
CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction	<input type="checkbox"/>	CPCCWHS1001 Prepare to Work Safely in the Construction Industry <b>White Card UOC</b> (delivered by a RTO 90333 construction trainer)	<input type="checkbox"/>		<input type="checkbox"/>

PLEASE RETURN THIS FORM TO: ..... Mr Beattie

VET Enrolment Form

Public Schools NSW Wagga Wagga. RTO 90333

Version 1.3 April 2022



# Ancient History

## Board Developed Course Category A - 2 Unit

**Contact Person:** Mr Robert Oczos

### Prerequisites

- Developed literacy skills
- Ability to formulate and sustain argument
- Evidence based writing skills

### Course Overview

This course gives students the chance to study in depth the lives of ancient people and the societies they built.

The **Preliminary course** focuses on how archaeologists, historians and scientists work together to investigate the past. Other topics are drawn from ancient Rome, Egypt, and elsewhere in Asia and the Americas and focus on how History is constructed, presented and preserved as well as associated issues with these processes.

The **HSC course** looks in detail at ancient Roman towns of Pompeii and Herculaneum, the enigmatic Spartan society and the life of Julius Caesar and his impact upon the fall of the Roman Republic.

### For whom this subject is intended:

This course suits students who are fascinated by ancient peoples and enjoy discovering more about them. Ancient History is also useful for students wishing to study arts, journalism, archaeology, education, politics or law at university. The skills you develop in this subject assist you not only beyond school but will also be useful for other subjects.

### Main Topics Covered

#### *Preliminary*

- How Historians, archaeologists and scientists investigate the past
- The Siege and Fall of Masada
- The preserved town of Dier el-Medina
- Slavery in Ancient Rome

#### *HSC Course*

- Cities of Vesuvius: Pompeii and Herculaneum
- Spartan Society to the battle of Leuctra
- Personality: Julius Caesar
- The Fall of Rome: 44BC

### Course Expectations and Requirements

Students are organised, ready to work each lesson and able to communicate well through their written work.

**Course Fee:** There is no fee attached to this course, however several opportunities present themselves for excursions throughout the course including HSC study days and museum visits.





# Biology

## Board Developed Course Category A - 2 Unit

**Contact Person:** Mrs Katherine Elphick

### Prerequisites

- Completion of 7-10 Science
- Completion of VALID Stage 5 - average A - B grade (recommended)
- Completion of Year 10 Student Research Project

### Course Overview

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.

### Main Topics Covered

#### 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

#### HSC Course

The Year 12 course consists of four modules

- **Module 5** Heredity
- **Module 6** Genetic Change
- **Module 7** Infectious Disease
- **Module 8** Non-infectious Disease & Disorders

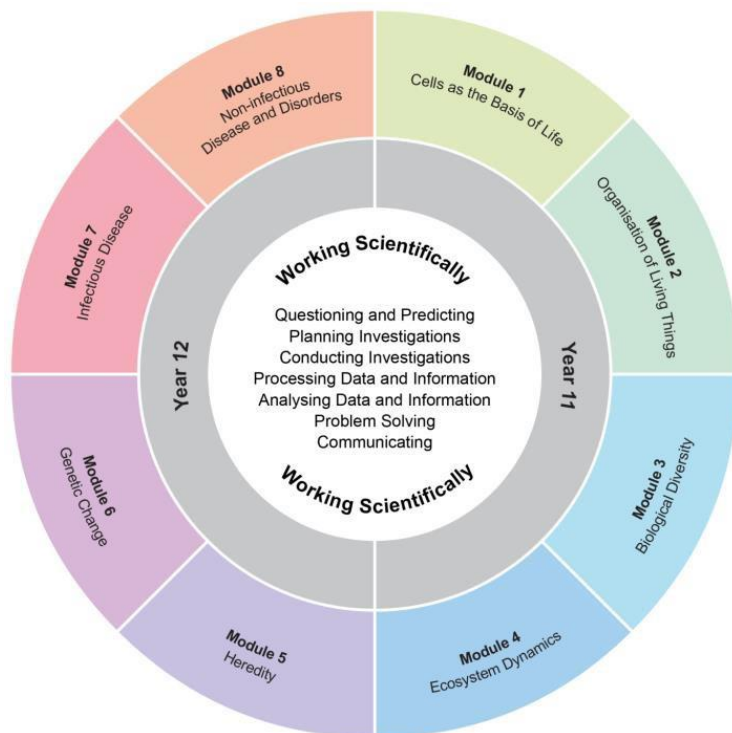
### Course Expectations and Requirements

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.



Students are expected to engage in their own time in the Edrolo Online Study tool, conduct interest based research and read scientific articles to broaden their scientific understanding and support their learning.

**Course Fee:** \$20.00



# Business Studies

## Board Developed Course Category A - 2 Unit

Contact Person: Mr Robert Oczos

### Prerequisites

- Sound Literacy and Numeracy skills



### Course Overview

The Business Studies Course is designed to prepare students to participate effectively and responsibly in our commercial society. This course provides a general business education that will assist students in later life whatever employment or life situation develops for them. Business Studies provides students with an opportunity to bridge the gap between school and work and develops a range of business-related skills.

### For whom this subject is intended:

Business Studies is an ideal background for tertiary study in a range of areas. The course is also designed for people who wish to run a business or work in a managerial capacity.

Students of Business Studies may find an interest in a career in:

*Accounting, Training and Development, Banking, Marketing, Small Business, Retailing, Industrial Relations, Advertising and Promotion, Law, Administration, Human Resource Management, Economics Analysis, Financial Management*

### Main Topics Covered

#### Preliminary

- Nature of Business
- Business Management
- Business Planning

#### HSC Course

- Operations
- Marketing
- Finance
- Human Resources

### Course Expectations and Requirements

In the Preliminary course there is a research project, investigating the operations of a small business which students find of particular interest.

**Course Fee:** There is no fee attached to this course.

# Community and Family Studies

## Board Developed Course Category A - 2 Unit

**Contact Person:** Mr Aaron Davis

### Prerequisites

- Interest in health/wellbeing content in PDHPE
- Achieved A-C grade in English/PDHPE
- Effective communication
- Strong work ethic in 7-10



### Course Overview

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. Students will explore a range of groups in society to analyse the role community support systems play in ensuring equity.

### Main Topics Covered

#### Preliminary

The Year 11 course consists of three modules

- **Resource management**
- **Individuals & Groups**
- **Families & Communities**

#### HSC Course

The Year 12 course consists of four modules

- **Research methodologies**
- **Groups in context**
- **Parenting & caring**
- **Individuals and work**

### Course Expectations and 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.
- Excursions include travelling to Kings Cross to visit Wayside Chapel when completing a case study on Homelessness case study, an amazing race with support services in Wollongong and ongoing communication with a variety of support services within the local community.

**Course Fee:** There is no fee attached to this course.

# Chemistry

## Board Developed Course Category A - 2 Unit

**Contact Person:** Mrs Katherine Elphick

### Prerequisites

- Completion of 7-10 Science
- Completion of VALID Stage 5 – average A - B grade (recommended)
- Completion of Year 10 Student Research Project

### Course overview

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

### Main topics covered

#### Year 11

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

### Course Expectations and Requirements

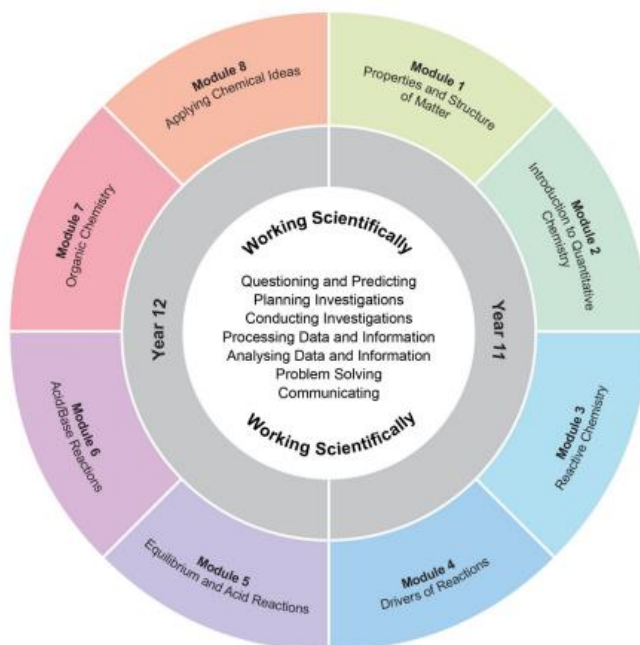
Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

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.

Students are expected to engage in their own time in the Edrolo Online Study tool, conduct interest-based research and read scientific articles to broaden their scientific understanding and support their learning.

**Course cost: \$20**



- **Module 4** – Drivers of Reactions

#### Year 12

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



# English Advanced

## Board Developed Course Category A - 2 Unit

**Contact Person:** Ms Julie Andonovski

### Prerequisites

- Successful completion of the Stage 5 English Course with an Achievement Grade of B or above.

### Course Overview

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

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 a range of texts focused on Australian, Aboriginal Australian and Asian contexts and perspectives. 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.

Students considering undertaking the English Advanced course should engage regularly in reading, exhibit a desire to critically evaluate influential texts throughout history and be willing to regularly compose sustained critical and imaginative responses.

### Main Topics Covered

#### Preliminary

The Year 11 course consists of three modules

- **Common Module: Reading to Write**
- **Module A: Narratives that Shape our World**
- **Module B: Critical Study of Literature**

#### HSC Course

The Year 12 course consists of four modules

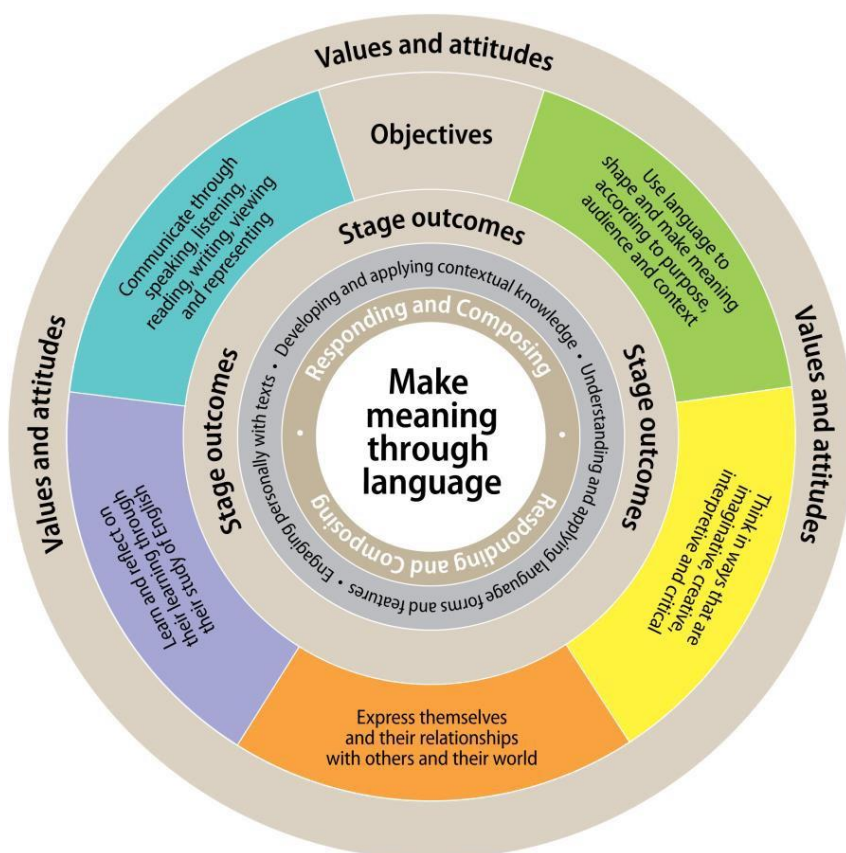
- **Common Module: Texts and Human Experiences**
- **Module A: Textual Conversations**
- **Module B: Critical Study of Literature**
- **Module C: Craft of Writing**



## Course Expectations and Requirements

- 120 hours
- In Year 11 Students will be assessed in various modes with outcomes evaluated in **three tasks**. The tasks include; a multimodal presentation, sustained written and reflective tasks and a yearly exam.
- In Year 12 Students school-based assessment results will be collated through the completion of **four assessment tasks**. The tasks include; a multimodal presentation, sustained written and reflective tasks and a Trial Exam.
- The Stage 6 HSC English Standard Course requires students to complete **two** HSC Exam's.

**Course Fee:** No fee attached to this course; however, attendance at performances and HSC study days may be required throughout the course and students must pay for these themselves.





# English Extension

## Board Developed Course Category A - 2 Unit

**Contact Person:** Ms Julie Andonovski

### Prerequisites

- Successful completion of the Stage 5 English Course with an Achievement Grade of A
- Students must choose English Advanced

### **Note:**

- English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12
- English Extension 1 in Year 12 is a prerequisite for English Extension 2

**Exclusions:** English Standard; English Studies; English EAL/D.

### Course Overview

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.

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

### Main Topics Covered

#### Preliminary

The Year 11 course consists of three modules

- **Common Module: Texts, Culture and Value**
- **Mandatory Component: Research Module**

#### HSC Course

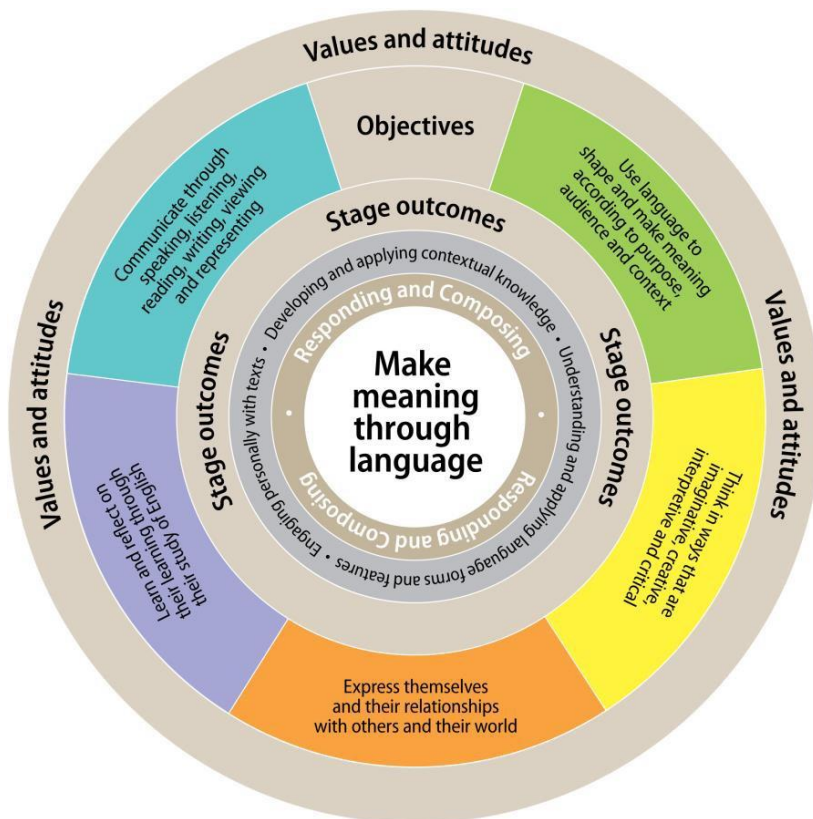
The Year 12 course consists of four modules

- **Common Module: Literary Worlds**
- **Elective 2: Worlds of Upheaval**

## Course Expectations and Requirements

- 60 hours
- In Year 11 Students will be assessed in various modes with outcomes evaluated in **three tasks**. The tasks include; a multimodal presentation, sustained written and reflective tasks and a yearly exam.
- In Year 12 Students school-based assessment results will be collated through the completion of **four assessment tasks**. The tasks include; sustained written creative and reflective tasks and a Trial Exam.
- The Stage 6 HSC English Extension Course requires students to complete a HSC Exam's.

**Course Fee:** No fee attached to this course; however, attendance at performances and HSC study days may be required throughout the course and students must pay for these themselves



# English Standard

## Board Developed Course Category A - 2 Unit

**Contact Person:** Ms Julie Andonovski

### Prerequisites

- Successful completion of the Stage 5 English Course with an Achievement Grade of C or above.

### Course Overview

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the way's 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 a range of texts focused on Australian, Aboriginal Australian and Asian contexts and perspectives.

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.

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

This course provides students with the opportunity to explore and experiment with the ways events, experiences, ideas and processes are represented in and through a range of texts. Students strengthen their knowledge and understanding of language and literature by responding to and composing a wide variety of texts for different audiences and purposes

### Main Topics Covered

#### Preliminary

The Year 11 course consists of three modules

- **Common Module: Reading to Write- Transition to Senior English**
- **Module A: Contemporary Possibilities**
- **Module B: Close Study of Literature**

#### HSC Course

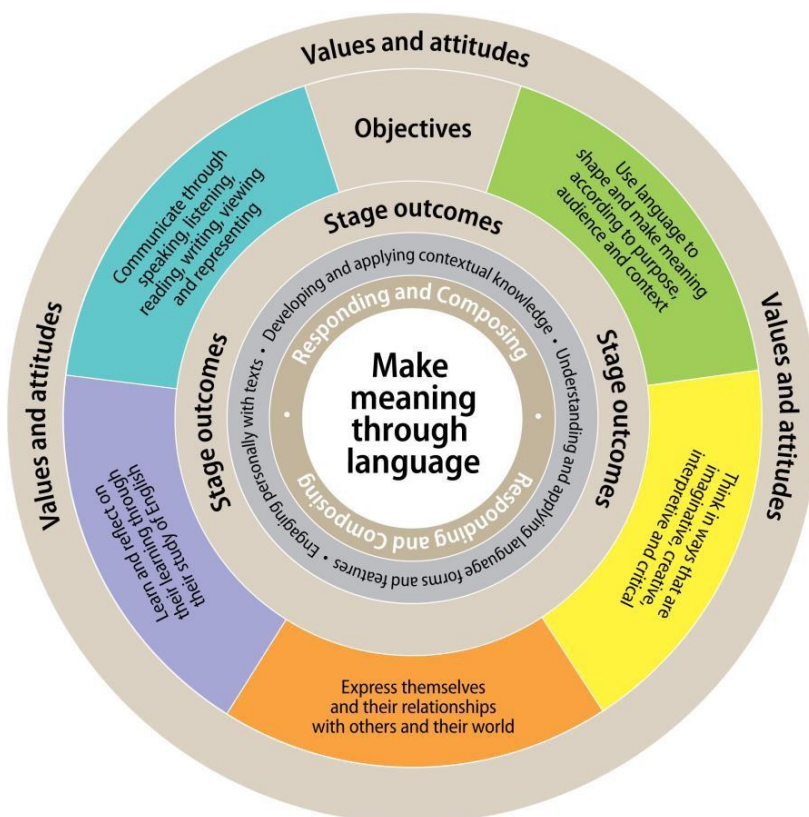
The Year 12 course consists of four modules

- **Common Module: Texts and Human Experiences**
- **Module A: Language, Identity and Culture**
- **Module B: Close Study of Literature**
- **Module C: Craft of Writing**

## Course Expectations and Requirements

- 120 hours
- In Year 11 Students will be assessed in various modes with outcomes evaluated in **three tasks**. The tasks include; a multimodal presentation, sustained written and reflective tasks and a yearly exam.
- In Year 12 Students school-based assessment results will be collated through the completion of **four assessment tasks**. The tasks include; a multimodal presentation, sustained written and reflective tasks and a Trial Exam.
- The Stage 6 HSC English Standard Course requires students to complete **two HSC Exam's**.

**Course Fee:** No fee attached to this course; however, attendance at performances and HSC study days may be required throughout the course and students must pay for these themselves.



# English Studies

## Board Developed Course Category B subject- 2 Unit

**Contact Person:** Ms Julie Andonovski

### Prerequisites

- Successful completion of the Stage 5 English Course.

### Course Overview

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.

*Due to changes in the English Studies course, students considering choosing this course should be advised that:*

- English Studies is a Stage 6 Board Developed Course (Category B) to be implemented with Year 11 from 2018
- From the 2019 HSC, students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA
- To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.
- Please speak to Ms Julie Andonovski for more information should you wish to undertake English Studies as an ATAR subject.

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course.

### Main Topics Covered

#### Preliminary

The Year 11 course consists of three modules

- **Common Module: Achieving through English: English in education, work, and community**
- **Electives: Students study 2 additional syllabus modules**

#### HSC Course

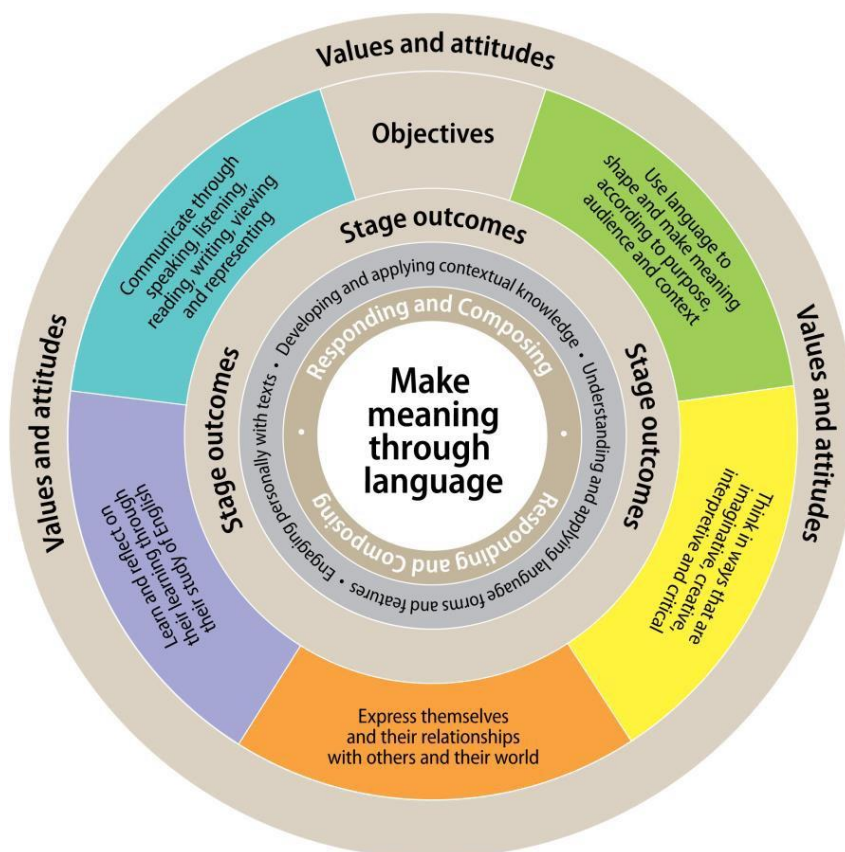
The Year 12 course consists of four modules

- **Common Module: Texts and Human Experiences**
- **Electives: Students study 3 additional syllabus modules**

## Course Expectations and Requirements

- 120 hours
- In Year 11 Students will be assessed in various modes with outcomes evaluated in **three tasks**.
- In Year 12 Students school-based assessment results will be collated through the completion of **four assessment tasks**.

**Course Fee:** No fee attached to this course; however, attendance at performances and HSC study days may be required throughout the course and students must pay for these themselves.



# Exploring Early Childhood

## **Content Endorsed Course (CEC) that cannot be used in the calculation of an ATAR**

**Contact Person:** Ms Bridgette Evitt

### **Course Overview**

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

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family, and the community and is intended for students who are interested in children, students who are exploring their options around early childhood careers and possible future parents who wish to gain information about the reality of child rearing.

### **Main Topics covered**

Core Units:

Core A: Pregnancy and Childbirth

Core B: Child Growth and Development

Core C: Promoting Positive Behaviour

Possible Module Options:

Play and the Developing Child

Starting School

Positive Interaction with Young Children

Young Children and the Media

Children's Literature

Food and Nutrition

### **Course requirements**

There are no course requirements but please note there is a Practical component in this course- Designing, Experimenting and Constructing items related to the needs of children. Items include a Playmat, Growth Chart, Newborn Gift items and or Children's soft toy items. This is not the focus of this subject but an additional creative and learning experience to complement the learning modules where appropriate.

### **Course Fee**

\$20 for booklet costs. Material costs for practical projects will be dependent on student individual choice.





# Food Technology

## Board Developed Course Category A - 2 Unit

**Contact Person:** Ms Bridgette Evitt

### Prerequisites

Students undertaking this course would benefit from having studied Food Technology in Stage 5 (Years 9 & 10). These students may be given priority.

- A high level of skill in undertaking practical food applications.
- Sound written skills to undertake a 3 Hour written HSC Examination
- This course is more rigorous than Hospitality as it is a Category A Course.



### Course Overview

This course aims to develop an understanding about all aspects of food and decisions involving food which affect the wellbeing of the individual and the social and economic future of Australia. Students will develop knowledge and understanding of food systems and nutrition.

They will gain skills in researching, analysing and communicating. Skills will also include experimenting with and preparing food, designing, implementing and evaluating solutions to food situations. Practical work and experimentations with food will occur throughout each unit of work and participation in practical lessons is mandatory.

### Main Topics Covered

#### Preliminary

The Year 11 course consists of three modules

- **Food Availability and Selection 30%**
- **Food Quality 40%**
- **Nutrition 30%**

#### HSC Course

The Year 12 course consists of four modules

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

### Course Expectations and Requirements

Students undertaking this course are expected to

- Attempt and complete all written work booklets, assessment notifications and study tasks.
- Work in a team environment during practical lessons.
- Attend excursions and field studies to consolidate understanding of the Food Industry.
- Acknowledge the mandatory fee structure so practical applications can provide quality learning opportunities.

**Course Fee:** \$ 25.00 per term OR - \$100.00 for Year 11/ \$75.00 for Year 12.

# Certificate II in Hospitality

## Vocational Education & Training (VET) Course Category B - 2 Unit

**Contact Person:** Ms Bridgette Evitt

### Prerequisites

- VET Enrolment Form
- USI Number
- Any Technology based subject in Stage 5

Wagga Wagga RTO 90333

SIT20316 Certificate II in  
Hospitality

**70 HOURS of work placement  
MANDATORY**

### Course Overview

Hospitality provides students with the opportunity to gain a range of skills suitable for employment in the hospitality industry and to provide pathways for further study including TAFE.

Students who are assessed as competent will be eligible for a SIT20316 Certificate II in Hospitality.

#### The hospitality industry involves

- High level customer service
- Preparing, cooking and serving food
- Developing menus and managing resources
- working in
  - ✓ restaurants, hotels and motels
  - ✓ catering operations
  - ✓ clubs and pubs
  - ✓ cafes and coffee shops

#### Potential occupations include


- chef
- café attendant
- catering assistant
- bar assistant
- events coordinator
- food and beverage manager
- reservations clerk
- front office receptionist
- guest service coordinator

### Course Expectations and Requirements

- Competency Based Assessment
- Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)
- **70 hours of Work Placement *MUST* be completed to meet the requirements of the HSC**
- Some units of competency in this framework are externally assessed by Wagga Wagga RTO

**Course Fee:** \$ 25.00 per term OR - \$100.00 for Year 11/ \$75.00 for Year 12.

***Please Note: Only one category B subject can be used towards an ATAR calculation.***

		<b>2023 HOSPITALITY COURSE DESCRIPTOR</b> <b>SIT20316 Certificate II in Hospitality</b> Public Schools NSW Wagga Wagga, RTO 90333	
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time			
<b>Course: Hospitality</b> Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)	
<p>By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20316 Certificate II in Hospitality (Release 2) <a href="https://training.gov.au/Training/Details/SIT20316">https://training.gov.au/Training/Details/SIT20316</a></p> <p>You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>			
<p style="text-align: center;"><b>Recommended Entry Requirements</b></p> <p><b>Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a hospitality environment. They should be able to use a personal digital device including a personal computer or laptop.</b></p>			
<b>Units of Competency</b>			
<b>Core</b> BSBWOR203 Work effectively with others SITXCOM002 Show social and cultural sensitivity SITXWHS001 Participate in safe work practices SITHIND002 Source and use information on the Hospitality Industry SITXCCS003 Interact with customers SITHIND003 Use hospitality skills effectively		<b>Electives</b> SITXFSA001 Use hygienic practices for food safety SITHFAB004 Prepare and serve non-alcoholic beverages SITHFAB005 Prepare and serve espresso coffee SITHFAB007 Serve food and beverage SITHCCC001 Use food preparation equipment SITXFSA002 Participate in safe food handling practices BSBSUS201 Participate in environmentally sustainable work practices BSBCMM201 Communicate in the workplace	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>			
Working within the hospitality industry involves <ul style="list-style-type: none"><li>organising information and records in both paper and electronic forms</li><li>customer (client) service</li></ul>		<ul style="list-style-type: none"><li>teamwork</li><li>using technologies</li><li>creating documents</li></ul>	
<p>Examples of occupations in the hospitality industry:</p> <ul style="list-style-type: none"><li>café attendant</li><li>catering assistant</li><li>food and beverage attendant</li></ul>			
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.			
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.			
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.			
<b>Course Cost: Preliminary - \$100 HSC - \$75</b> School Specific equipment and associate requirements for students		<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2023 Course Descriptor SIT20316 Certificate II in Hospitality Public Schools NSW Wagga Wagga, RTO 90333 V1.2 Updated March 2022 <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support</i>			

# Industrial Technology - Timber Products and Furniture Technologies

## Board Developed Course Category A - 2 Unit

**Contact Person:** Ms Bridgette Evitt & Mr Damien Beattie

### Prerequisites

Students undertaking this course would benefit from having a high level of comprehension of the design process, skill in the development of practical Timber projects including the production of a Major Design Portfolio.

### Course Overview:

Industrial Technology at stage 6 will develop a student's knowledge & 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: Timber.

### Main Topics Covered

#### Preliminary

The Year 11 course consists of:

**Industry Study (15%)**

**Design (10%)**

**Management & Communication (20%)**

**Production (40%)**

**Industry Related Manufacturing Technology (15%)**

#### HSC Course

The Year 12 course consists of:

The following sections are taught in relation to the relevant focus area: Timber Products and Furniture Technologies

**Major Project (60%)**

**Industry Study (15%)**

**Industry Related Manufacturing Technology (25%)**

### Course Expectations and Requirements:

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

In the HSC course, students design, develop and construct a Major Project with a comprehensive management folio that is student directed with the assistance of skill development gained from preliminary projects undertaken in class.

**Course Fee:** \$90.00 for Year 11/ \$40 for Year 12 + MAJOR PROJECT Timber costs\*

**\* Individual Project Costs determined by student design in HSC coursework.**

# Investigating Science

## Board Developed Course Category A - 2 Unit

**Contact Person:** Mrs Katherine Elphick

### Prerequisites

- Completion of 7-10 Science
- Completion of Year 10 Student Research Project
- Stage 5 - average C grade or above (recommended)
- Completion of STEM elective (optional)

### Course Overview

Investigating Science is a rigorous course designed to complement other stage 6 science courses, however can also be completed as a standalone course. This course has a strong focus on scientific investigation and evidence based practice which also provides skills complimentary to other non-science stage 6 courses.

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

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

The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

### Main Topics Covered

#### Preliminary

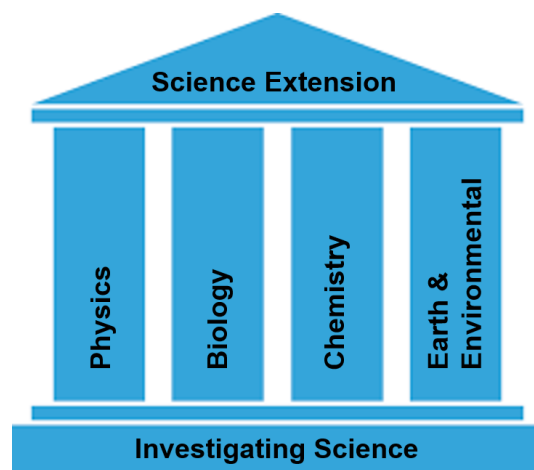
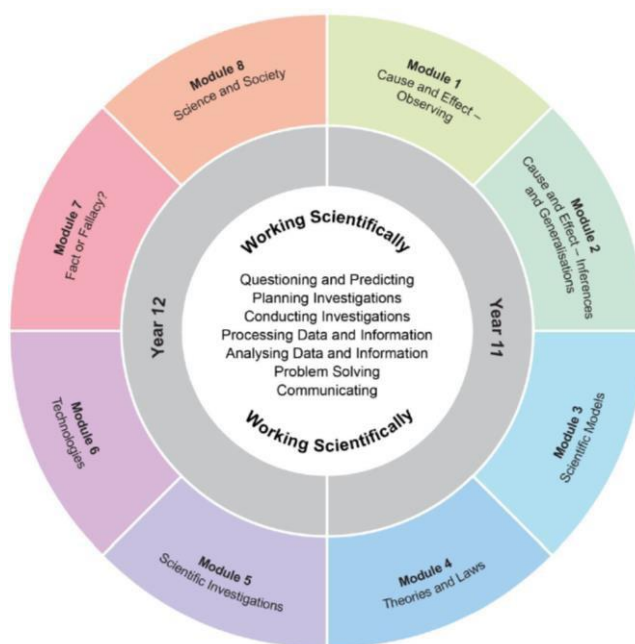
The Year 11 course consists of four modules

- **Module 1** Cause & Effect - Observing
- **Module 2** Cause & Effect – Inferences and Generalisations
- **Module 3** Scientific Models
- **Module 4** Theories and Laws

#### HSC Course

The Year 12 course consists of four modules

- **Module 5** Scientific Investigations
- **Module 6** Technologies
- **Module 7** Fact or Fallacy?
- **Module 8** Science and Society



## Course Expectations and 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.

Students are expected to engage in their own time in the Edrolo Online Study tool, conduct interest based research and read scientific articles to broaden their scientific understanding and support their learning.

**Course Fee:** \$20.00





# Italian Beginners

## Board Developed Course Category A - 2 Unit

**Contact Persons:** Mr Aaron Davis/ Ms Cristina Carvana

**Pre-requisites:** Students who have no prior knowledge or experience of the Italian language or whose experience is derived from the study of approximately 100 Hours in Stage 4 or 5.



### Course Overview

Learning languages (Italian) allows students to engage with the linguistic and cultural diversity of the world and its peoples. Students can improve their personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a resource which helps communities within Australia and enables the nation to engage more effectively with the global community. Students learn to appreciate and value their own heritage, culture and identity. Students also gain an appreciation and respect the culture, beliefs and values of others through language learning.

Students have much to gain by acquiring knowledge of the language and cultural heritage of Italy. Italians and the Italian language make a distinctive contribution to politics, art, architecture, cuisine, music, science, literature, film industry and theatre. The study enhances students' enjoyment and appreciation of these areas.

### Students learn to communicate in Italian through:

Objective 1 – Interacting Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in Italian in interpersonal situations.

Objective 2 – Understanding Texts Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

Objective 3 – Producing Texts Students will create and present texts in Italian for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.

Understanding takes place through systems of language & the role of language and culture.

Students learning Italian develop skills in communication, collaboration, negotiation and problem-solving. These skills help in a range of work settings, and students can become more effective and valuable members of the workforce. The ability to communicate in another language broadens future employment opportunities for students in an increasingly globalised world.

### Course Expectations and Requirements

- High level of motivation to participate fully in every lesson
- Good work ethic to practise vocabulary/concepts for fluency



## Main Topics covered from TWO perspectives:

### The Personal World AND The Italian-speaking Communities are:

Year 11

- Family life, home and neighbourhood.
- People, places and communities
- Education and work

Year 12

- Friends, recreation and pastime
- Holidays, travel and tourism
- Future plans and aspirations

(Topic order and Year may change-teacher's discretion).

NOTE: Italian Print Dictionaries allowed in Written exam.



### Educational Pathways:

- Continuers Languages/Tourism/Teaching/Interpreter-Translator/Customer Service Representative/  
Sales- Medical- Law Enforcement Professionals

### Course Fee:

\$20 Workbook fee, plus the possibility of costs for excursions or other activities

# Marine Studies

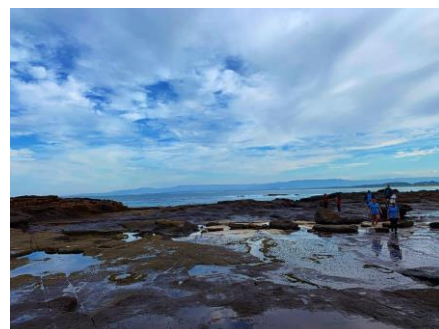
## Content Endorsed Course (CEC) that cannot be used in the calculation of an ATAR

**Contact Person:** Mrs Katherine Elphick

### Course description:

Marine Studies provides students with the opportunity to:

- Develop awareness of marine ecosystem diversity
- Gain knowledge to assist with marine related occupations
- Experience marine recreational activities
- Develop a sense of responsibility, respect and the need for wise management of marine resources
- Measure the fundamental parameters which affect life in the marine environment
- Develop skills in using tools to construct marine environments
- Learn about and construct sustainable aquaponics systems
- Breed marine creatures for a commercial purpose
- Learn about marine first aid and complete a registered first aid course
- Complete the Surf Survival Certificate qualification
- Develop and master survival swimming and snorkelling skills.



### For whom this subject is intended:

This course has been designed for students of all abilities and will cater for a range of academic, vocational and recreational interests. It will meet the needs of students who are not necessarily pursuing an academic career but who may be seeking knowledge and skills in the marine industries, tourism or urban development areas of employment.

Marine Studies will support key concepts studied in HSC Biology and assist in developing scientific literacy, scientific skills and provide real world application.

### Main topics covered:

Preliminary The Year 11 course consists of five core modules

**Module 1** Marine environment

**Module 2** Marine safety & first aid

**Module 3** Humans in water

**Module 4** Life in the sea

**Module 5** Marine & maritime employment

**Electives:** After completing the core, schools are able to select from the 23 optional modules

### Students who select this subject must

- Be motivated and eager to participate in hands on activities
- Be organised and prepared to engage in water-based activities on a frequent basis
- Be willing to conduct independent and group research on areas of interest

**Fee:** \$30.00 However students need to purchase their own snorkelling equipment (\$70-\$100) and pay transport costs.

# Mathematics Advanced

## Board Developed Course Category A - 2 Unit

**Contact Person:** Ms Janelle Collins

### Prerequisites

It is assumed that students choosing the [Year 11 Mathematics Advanced](#) course have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2014) and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, as well as most of the substrands of Stage 5.3.

### Course Overview

The [Year 11 Mathematics Advanced and the Year 12 Mathematics Advanced courses](#) are designed to develop knowledge, skills and understanding in areas of Mathematics that are useful in the real world. Students are given opportunities to apply working mathematically skills, communicate ideas, use models to solve problems and develop ways of thinking in which problems are explored through observation, reflection and reasoning. Content is related to their present and future needs. These courses provide an appropriate mathematical background for students to follow future pathways which may involve mathematics and its applications in a range of disciplines at the tertiary level. Both Year 11 and Year 12 Mathematics Advanced courses have five topics.

### Main Topics Covered

#### Year 11

*Topic:* Functions

- Working with Functions

*Topic:* Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

*Topic:* Calculus

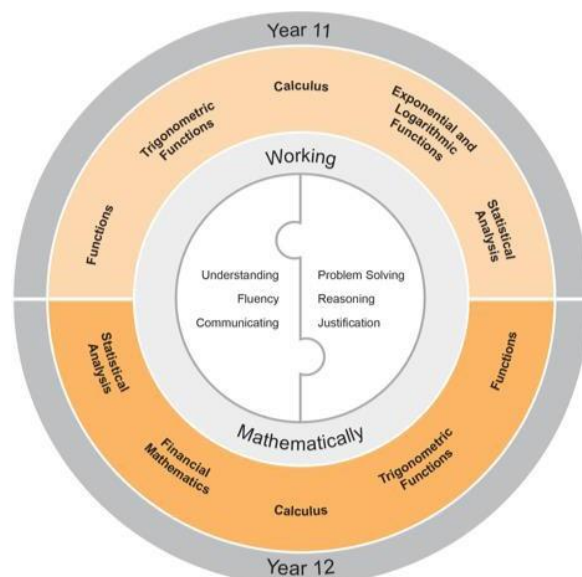
- Introduction to Differentiation

*Topic:* Exponential and Logarithmic Functions

- Logarithms and Exponentials

*Topic:* Statistical Analysis

- Probability and Discrete Probability Distributions



#### HSC Course

*Topic:* Functions

- Graphing Techniques

*Topic:* Trigonometric Functions

- Trigonometric Functions and Graphs

*Topic:* Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

*Topic:* Financial Mathematics

- Modelling Financial Situations

*Topic:* Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

## Course Expectations and Requirements

- The course is 240 mandatory hours over Years 11 and 12.
- The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- Homework/Study is expected to be completed as required by teachers to support classroom learning. This course requires commitment to regular homework and study routines.
- The following equipment is required: a scientific calculator. Calculators are available from the school for \$25.

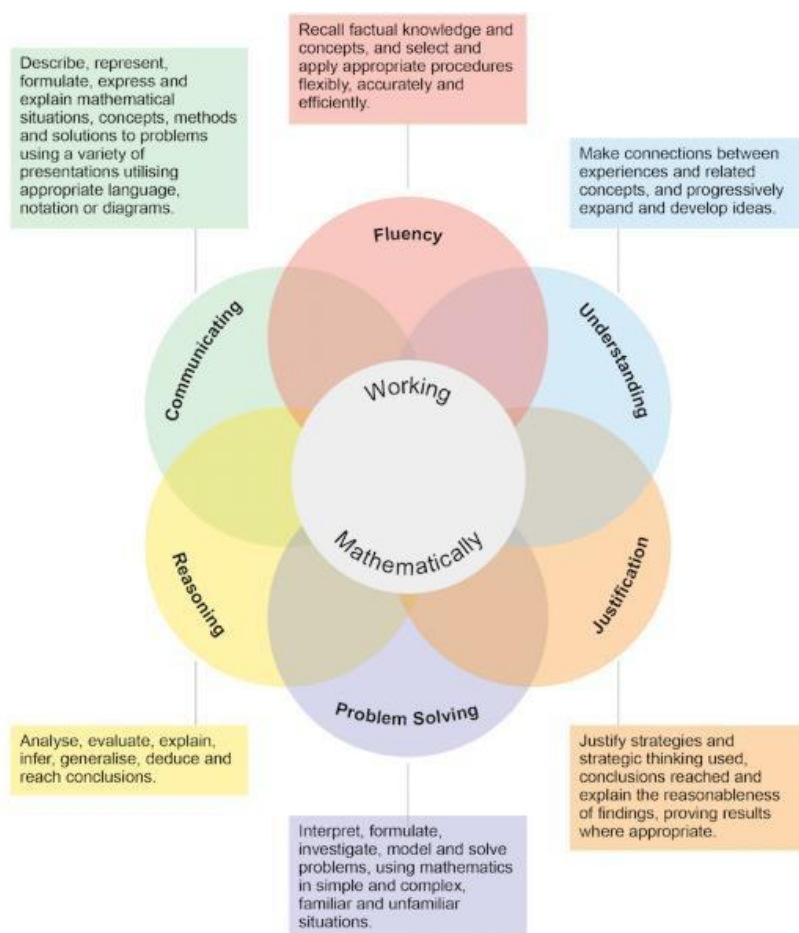
## Exclusions

Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

## HSC Exams

Year 12 Mathematics Advanced is an ATAR course. All students studying the Mathematics Advanced course will sit for an HSC examination. There is some common content with the Mathematics Standard 2 and Standard 1 courses which will be examined in the HSC.

**Course Fee:** There is no fee attached to this course.



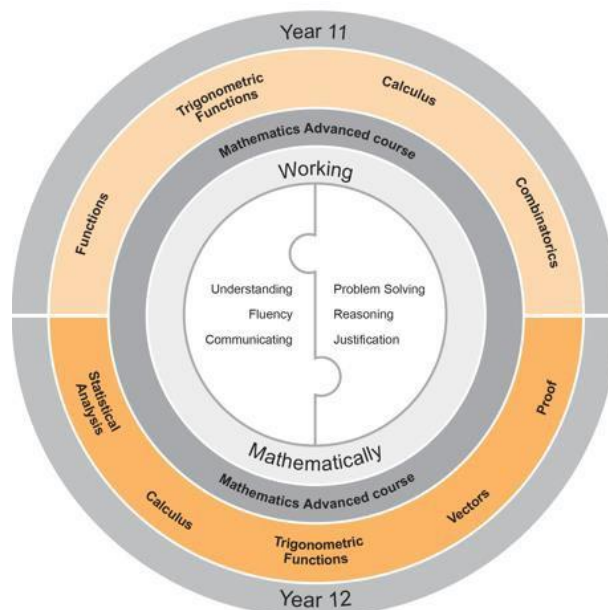
# Mathematics Extension 1

## Board Developed Course Category A - 1 Unit

**Contact Person:** Ms Janelle Collins

### Prerequisites

The [Mathematics Extension 1](#) Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage and Stage 5.3, including the optional substrands; polynomials, logarithms, functions and other graphs and circle geometry.



### Course Overview

The [Mathematics Extension 1](#) Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. The 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. Students who achieve outstanding success in studying the Preliminary year of this course should consider undertaking Extension 2 in the HSC year.

The [Mathematics Extension 2 Year 12](#) course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

### Main Topics Covered

#### Year 11

*Topic:* Functions

- Further Work with Functions
- Polynomials

*Topic:* Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

*Topic:* Calculus

- Rates of Change

*Topic:* Combinatorics

- Working with Combinatorics

#### Year 12

*Topic:* Proof

- Proof by Mathematical Induction

*Topic:* Vectors

- Introduction to Vectors

*Topic:* Trigonometric Functions

- Trigonometric Equations

*Topic:* Calculus

- Further Calculus Skills
- Applications of Calculus

*Topic:* Statistical Analysis

- The Binomial Distribution



## Course Expectations and Requirements

- The course is 120 mandatory hours over Years 11 and 12.
- The Mathematics Extension 1 course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- This course requires commitment to regular homework and study routines.
- The following equipment is required: a scientific calculator. Calculators are available from the school for \$25.

## Exclusions

Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

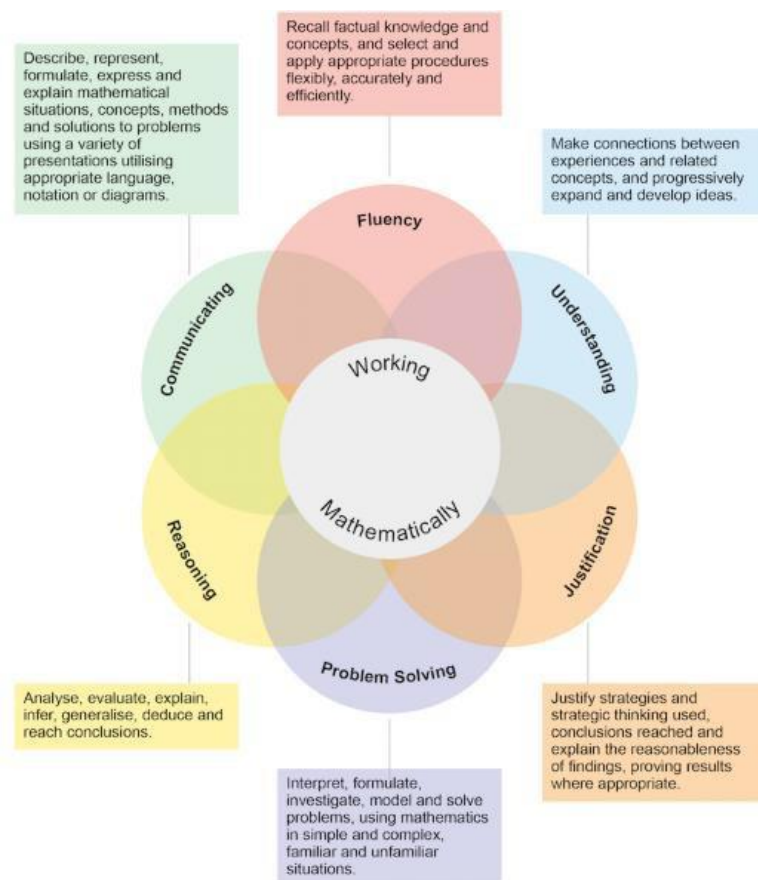
## HSC Exams

Year 12 Mathematics Extension 1 is an ATAR course. All students studying the Mathematics Extension 1 course will sit for an HSC examination.

## Note:

The information provided here is a guide only. Access more information on the NESA website.

**Course Fee:** There is no fee attached to this course.



# Year 11 Mathematics Standard/Year 12 Mathematics Standard 2 & Standard 1

## Board Developed Course Category A - 2 Unit

**Contact Person:** Ms Janelle Collins

### Prerequisites

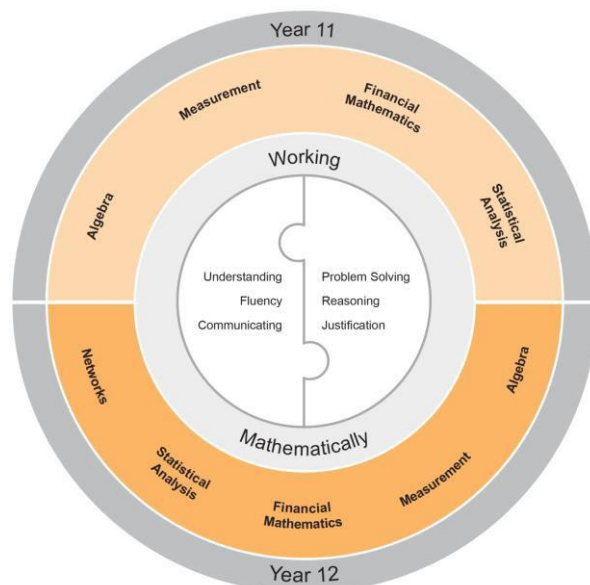
It is assumed that students choosing the Year 11 Mathematics Standard course have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2014) up to, and including, the content and outcomes of Stage 5.1 and a number of Stage 5.2 outcomes.

### Course Overview

The [Year 11 Mathematics Standard and the Year 12 Mathematics Standard 2 courses](#) are designed to develop

knowledge, skills and understanding in areas of Mathematics that are useful in the real world. Students are given opportunities to apply working mathematically skills,

communicate ideas and use models to solve problems relating to their present and future needs. These courses provide an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training. The Year 12 Standard 2 course also provides a strong foundation for students enrolling in university courses in the humanities, nursing and paramedical sciences. The Year 11 Mathematics Standard course has four topics. The Year 12 Mathematics Standard 2 course has five topics. The year 12 Mathematics Standard 1 course has five topics and provides an elementary level of mathematics.



### Main Topics Covered

#### Year 11

##### Topic: Algebra

- Formulae and Equations
- Linear Relationships

##### Topic: Measurement

- Applications of Measurement
- Working with Time

##### Topic: Financial Mathematics

- Money Matters

##### Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

#### Year 12

##### Topic: Algebra

- Types of Relationships

##### Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

##### Topic: Financial Mathematics

- Investments and Loans
- Annuities

##### Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

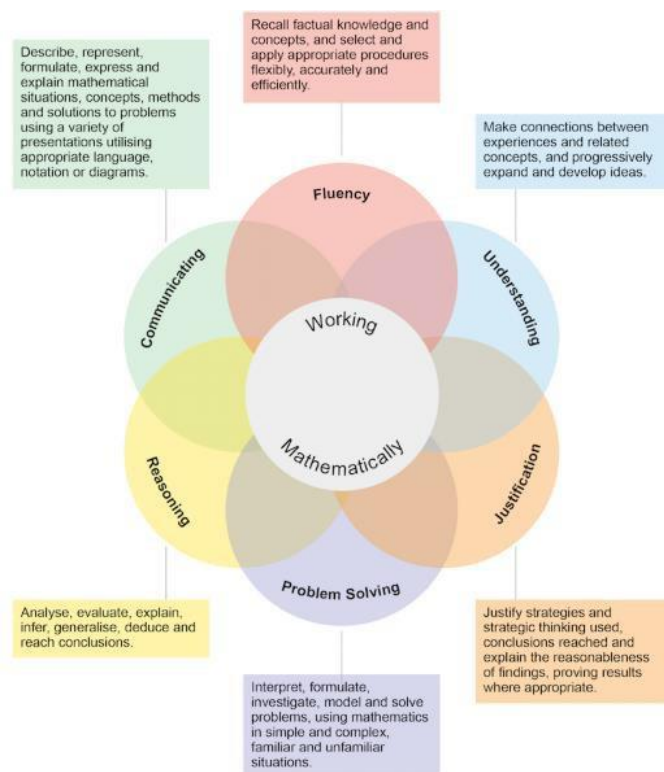
##### Topic: Networks

- Network Concepts
- Critical Path Analysis



## Course Expectations and Requirements

- The course is 240 mandatory hours over Years 11 and 12.
- The Year 11 Mathematics Standard course is the **same** Year 11 course that forms part of the Year 11 Mathematics Standard/Year 12 Mathematics Standard 1 pathway.
- Homework/Study is expected to be completed as required by teachers to support classroom learning.
- Competency in mathematics can be developed to support VET, other HSC courses studied and to meet the [HSC Minimum Standard for Numeracy](#) which is equivalent to Level 3 of the [Australian Core Skills Framework](#) (ACSF) in Numeracy
- The following equipment is required: a scientific calculator. Calculators are available from the school for \$25.



## Exclusions

Students may not study any other Stage 6 Preliminary Mathematics course in conjunction with the Year 11 Mathematics Standard course, or any other Stage 6 HSC Mathematics course in conjunction with the Year 12 Mathematics Standard 2 course.

## HSC Exams

All students studying the Mathematics Standard 2 & Standard 1 course will sit for an HSC examination. There is some common content with the Mathematics Advanced course which will be examined in the HSC from 2020.

## Note:

Students studying the Mathematics Standard syllabus undertake a common course in Year 11. For the Year 12 course students can elect to study either Mathematics Standard 1 or Mathematics Standard 2. The information provided here is a guide only. Access more information on the NESA website.

**Course Fee:** There is no fee attached to this course.

# Modern History

## Board Developed Course Category A - 2 Unit

**Contact Person:** Mr Robert Oczos

### Prerequisites

- Sound Literacy skills
- Evidence based writing skills
- Ability to formulate and sustain argument

### Course Overview



Modern History is designed to enable students to acquire knowledge and understanding, the skills of critical analysis and the values and attitudes essential to an appreciation of forces that have shaped the modern world.

The **Year 11 course** is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

The **Year 12 course** is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

### For whom this subject is intended:

Students who have an interest in the recent past and the forces that have helped shape the human world as it currently exists.

### Main Topics Covered

#### *Preliminary*

- Investigating historic sites and sources such as trench warfare in World War 1, archaeology of Fromelles, the Thai-Burma Railway and Hellfire pass.
- Contestability of the past through events such as the sinking of the Lusitania, Pearl Harbour, forensic investigations and murder mysteries.
- Case studies which include the decline and fall of the Romanov Dynasty.
- An individual historical investigation
- Forces that shaped the modern world through events such as the French Revolution.

#### *HSC Course*

- Core Study – Power and authority through studying the rise of dictatorship after World War 1, the Nazi regime and the search for peace.
- National study on Iran from 1945-1989
- International study concerning peace and conflict focussing on the Cold War
- Change in the modern world, specifically about the Nuclear age.

### Course Expectations and Requirements

Students are organised, ready to work each lesson and able to communicate well through their written work.

### Course Fee

There is no fee attached to this course.

# Numeracy Stage 6

## Content Endorsed Course (CEC) - 2 Unit

Contact Person: Ms Janelle Collins

### Prerequisites

It is assumed that students choosing the Year 11 Numeracy Stage 6 Content Endorsed Course (CEC) have studied the content and achieved some of the outcomes of the Mathematics Years 7–10 Syllabus (2014) up to, and including, the content and outcomes of Stage 5.1.

### Course Overview

The [Numeracy Stage 6 Content Endorsed Course \(CEC\)](#) is a new course focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The course is aligned to the [Australian Core Skills Framework \(ACSF\)](#) Level 3, a nationally agreed level of functional numeracy.

This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy.

Students who have already met the HSC minimum standard in numeracy may be better placed studying Mathematics Standard or Advanced in Year 11.

This course offers students the opportunity to prepare for post-school options including employment or further training.

All content is embedded in contexts referred to in the ACSF:

- Numeracy in personal and community contexts
- Numeracy in workplace and employment contexts
- Numeracy in education and training contexts.

#### Year 11

##### Module 1

###### Content areas

- 1.1 Whole numbers
- 1.2 Operations with whole numbers
- 1.3 Distance, area and volume
- 1.4 Time
- 1.5 Data, graphs and tables

##### Module 2

###### Content areas

- 2.1 Fractions and decimals
- 2.2 Operations with fractions and decimals
- 2.3 Metric relationships
- 2.4 Length, mass and capacity
- 2.5 Chance

#### Year 12

##### Module 3

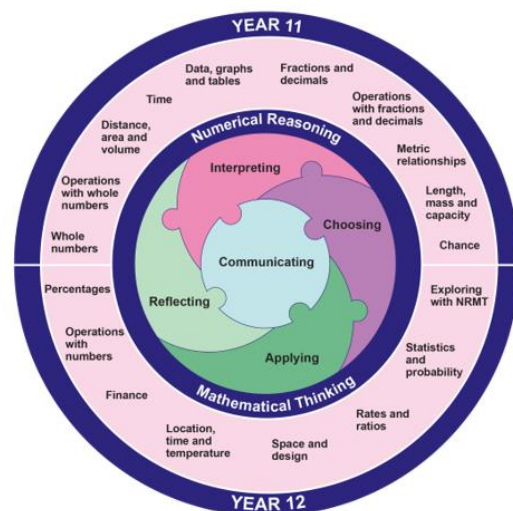
###### Content areas

- 3.1 Percentages
- 3.2 Operations with numbers
- 3.3 Finance
- 3.4 Location, time and temperature
- 3.5 Space and design

##### Module 4

###### Content areas

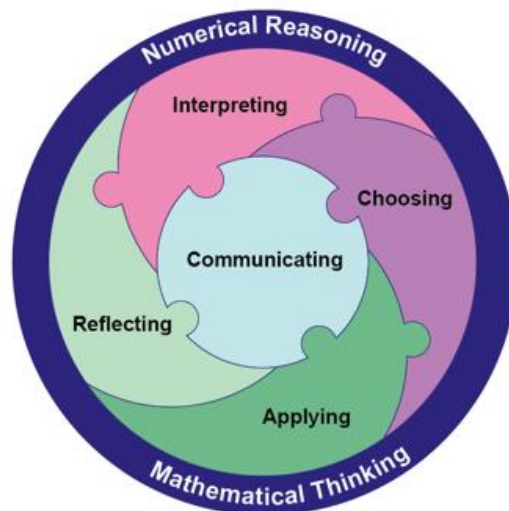
- 4.1 Rates and ratios
- 4.2 Statistics and probability
- 4.3 Exploring with NRMT



### The NRMT process

The NRMT process includes the following steps:

- interpreting the situation
- choosing information, strategies and skills relevant to the situation
- applying information, strategies and skills to resolve the situation
- reflecting on the situation as it is being resolved
- communicating throughout the resolution of the situation.



### Course Expectations and Requirements

- The course is 240 mandatory hours over Years 11 and 12.
- The Year 11 Numeracy Stage 6 CEC is not externally examined so results are **not eligible** for inclusion in the calculation for the Australian Tertiary Admissions Rank (ATAR)
- Homework/Study is expected to be completed as required by teachers to support classroom learning.
- Competency in mathematics can be developed to support VET, other HSC courses studied and to meet the [HSC Minimum Standard for Numeracy](#) which is equivalent to Level 3 of the [Australian Core Skills Framework](#) (ACSF) in Numeracy
- The following equipment is required: a scientific calculator. Calculators are available from the school for \$25.

### Assessment

- There is no HSC examination for the Numeracy Stage 6 CEC.
- Teachers award a grade in Year 11 using the Common Grade Scale and an assessment grade in Year 12 using the Achievement Level Descriptors for reporting achievement.

### Note:

The information provided here is a guide only. Access more information on the NESA website.

**Course Fee:** There is no fee attached to this course.

# Personal Development / Health / Physical Education

## Board Developed Course Category A - 2 Unit

**Contact Person:** Mr Aaron Davis

### Prerequisites

- Successful completion of the 7 – 10 PDHPE course
- A,B or C grades in English, Science and PDHPE
- Physical Activity and Sport Studies elective would be beneficial but not required.



### Course Overview

This course is an academic course which covers a wide range of issues that underpin health and physical activity in our society. There is an emphasis in the course on the knowledge, skills and attitudes to healthy living and individual lifestyles. It is possible for students to do both the 2 unit PD/H/PE course and the 2 unit Sport, Lifestyle and Recreation Studies Course.

### Main Topics Covered

#### *Preliminary*

##### **Core topics:**

- Better health for individuals
- The body in motion

##### **Optional components:**

- First aid
- Composition & performance
- Fitness choices
- Outdoor recreation

#### *HSC Course*

##### **Core topics:**

- Health priorities in Australia
- Factors affecting performance

##### **Optional components:**

- The health of young people
- Sports & physical activity in Australian society
- Sports medicine
- Improving performance
- Equity & health

### Course Expectations and Requirements

The course expectations and requirements are for students to display a genuine interest in health topics and it would be beneficial if they had some experience in sports. They need to be committed to their studies and have a strong ability to learn content and complete extended response questions.

**Course Fee:** There is no fee attached to this course.

# Photography, Video and Digital Imaging

**Content Endorsed Course (CEC) that cannot be used in the calculation of an ATAR**

**Contact Person:** Ms Bridgette Evitt

## **Prerequisites**

Students undertaking this course would benefit from having a genuine interest in Photography and Digital Media. This interest may include pursuing a career or simply a development of a personal hobby. 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.



## **Course Overview**

In this course students learn many aspects of photography including camera operation, lighting, composition, digital imaging procedures and printing. It is a practical course and students develop skills to communicate ideas through a series of projects from compositional shots and creative self-expression to portfolios for possible career options.

## **Main Topics Covered:**

- Camera operations – using digital photography
- Studio and lighting effects
- Critical and Historical Studies through Frames and Conceptual frameworks.
- Special effects photography utilising programs such as Photoshop and other digital apps.
- Web Portfolio production: Personal interest theme
- Study of Photographers
- Filmmaking and editing.
- Film editing through I-movie

## **Course Expectations and Requirements**

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.

**Course Fee:** \$20 for access to digital materials.



# Physics

## Board Developed Course Category A - 2 Unit

**Contact Person:** Mrs Katherine Elphick

### Prerequisites

- Completion of 7-10 Science
- Completion of VALID Stage 5 - average A - B grade (recommended)
- Completion of Year 10 Student Research Project

### Course Overview

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.

This is a course for those students with a strong interest in Science or for those that need a 2 Unit Science course for University entrance. Students selecting this course need a strong Mathematics and Science background. This course has extensive practical work to support conceptual understanding.

### Main Topics Covered

#### Preliminary

The Year 11 course consists of four modules

- **Module 1** Kinematics
- **Module 2** Dynamics
- **Module 3** Waves & Thermodynamics
- **Module 4** Electricity & 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

### Course Expectations and 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.

Students are expected to engage in their own time in the Edrolo Online Study tool, conduct interest based research and read scientific articles to broaden their scientific understanding and support their learning.

**Course Fee: \$20.00**



# Certificate III in Retail

## Vocational Education & Training (VET) Course Category B - 2 Unit

**Contact Person:** Mr Robert Oczos

### Prerequisites

- VET Enrolment Form
- USI Number

### Course Overview

Retail provides students with the opportunity to gain a range of skills suitable for employment in the retail industry and to provide pathways for further study including TAFE. Students who are assessed as competent will be eligible for a SIR30216 Certificate III in Retail.

Wagga Wagga RTO 90333

**SIR30216 Certificate III in  
Retail**

**70 HOURS of work placement  
MANDATORY**

### The retail industry involves

- Communication skills
- Safe work practices
- Customer service
- Routine procedures in the retail sector
- Stock control
- Designing and creating displays
- Skills in using
  - ✓ Cash registers
  - ✓ Scanners
  - ✓ Computers
  - ✓ Telephones

### Potential occupations include

- Sales assistant
- Customer service representative
- Checkout operator
- Stock controller
- Sales manager
- Small business owner
- Marketing manager
- Department manager
- Retail executive

### Course Expectations and Requirements

- Competency Based Assessment
- Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)
- **70 hours of Work Placement *MUST* be completed to meet the requirements of the HSC**

**Course Fee:** There is no fee attached to this course.

**Please Note:** *Only one category B subject can be used towards an ATAR calculation.*

## 2023 RETAIL SERVICES COURSE DESCRIPTOR

### SIR30216 Certificate III in Retail

Public Schools NSW Wagga Wagga, RTO 90333

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

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

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

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

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

#### Recommended Entry Requirements

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

#### Units of Competency

##### Core

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

##### Electives

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

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

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

Working within the retail services industry involves

- engaging the customer
- maintaining daily store operations

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

Examples of occupations in the retail services industry:

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

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

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

#### Competency-Based Assessment

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

#### Appeals and Complaints

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

**Course Cost: Preliminary - \$0      HSC - \$0**

School Specific equipment and associate requirements for students

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

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

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

2023 Course Descriptor SIR30216 Certificate III in Retail Public Schools NSW Wagga Wagga, RTO 90333 V1.2 Updated March 2022

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

# Sport, Lifestyle and Recreation

**Content Endorsed Course (CEC) that cannot be used in the calculation of an ATAR**

**Contact Person:** Mr Aaron Davis

## Prerequisites

- Successful completion of the 7 – 10 PDHPE course
- Physical Activity and Sport Studies elective would be beneficial but not required.

## Course Overview

This is a course designed for students of all ranges of sporting ability. Emphasis is on lifetime recreation and leisure activities. Studies include body and motion, history of sport, healthy lifestyles, outdoor recreation, fitness, coaching, training, first aid and sports injuries. Students who wish to participate in low impact physical activity and recreation pursuits.

## Main Topics Covered

- Sports administration
- Sports coaching and training
- Resistance training
- Fitness
- Healthy lifestyle
- Individual games & sports applications



## The course aims to:

- Develop an awareness of social and community values in the areas of sport, lifestyle and recreation.
- Promote an understanding of the requirements of healthy living.
- Develop a deeper understanding of the interaction between society, sport, recreation and fitness.
- Identify how sport influences and affects various groups and sections of our society.
- Provide students with a greater understanding of their physical and sporting potential.

## Course Expectations and Requirements

The course expectations and requirements are for students to display a genuine interest in sports. They need to be able to demonstrate an enthusiastic attitude towards their participation in a wide range of physical activities as well as assist in the organisation of these activities.

**Course Fee:** \$10 per year

# Certificate III Sport Coaching

**Board Endorsed Course (BEC) that cannot be used in the calculation of an ATAR - 2 Unit**

**Contact Person:** Mr Aaron Davis

**Prerequisites:**

## **Course Overview**

### **Main Topics Covered:**

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

- graphic design
- wearable design
- product design
- interior /exterior design.

## **Course Expectations and Requirements**

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**Course Fee:**

# Visual Art

## Board Developed Course Category A - 2 Unit

**Contact Person:** Ms Bridgette Evitt

### Prerequisites

Students undertaking this course would benefit from having a genuine interest in the Visual Arts and for the student who wishes to develop their artist skills for further education and career options, including study at University.

### Course Overview

Visual Arts involves students in art-making, art criticism and art history. Students actively engage in art making whilst exploring a variety of art forms and concepts. Students also learn how to interpret and write about artworks while whilst investigating artists, art movements, critics and historians.

Students will develop a body of work showcasing technical and conceptual refinement and complete course work that will prepare them for a formal written HSC paper.

### Main Topics Covered

#### Preliminary

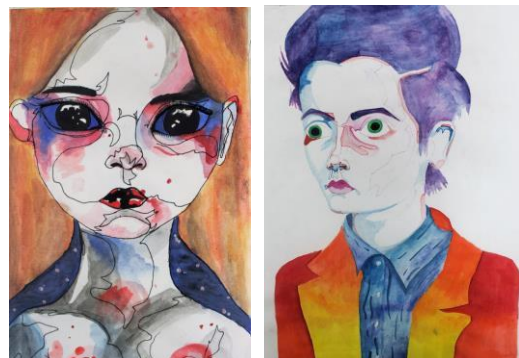
The Year 11 course consists:

- The Art Marking Process: Developing a Body of Work
- 2 Dimensional Drawing & Painting
- 3 Dimensional Sculptures
- Diary Work
- Historical and critical study of artists and artwork, from a variety of periods of time. To develop an understanding of the art frames and the conceptual framework

#### HSC Course

The Year 12 course consists of:

- Art making: producing a body of artworks
- Evidence of art making and critical study in a visual arts diary
- 5 Case studies of artists and artworks
- Writing historical and critical responses including essays



### Course Expectations and Requirements

Students produce a body of artwork. Students are to document all course work in a visual arts diary. Demonstrate Historical and Critical art knowledge through essays, research tasks and examinations.

**Course Fee:** \$50 in Year 11 and \$50 in Year 12.

# Work Studies

**Content Endorsed Course (CEC) that cannot be used in the calculation of an ATAR**

**Contact Person:** Mr Robert Oczos

## **Prerequisites**

- NA

## **Course Overview**

As the world of work and post school options have broadened and become more complex, students need to be better equipped to make informed decisions about their future. Work Studies is designed to achieve this goal.



It assists students to recognise the links between education, training, work and lifestyle and the technological, economic and social factors that affect work. It develops student skills in accessing work related information, presenting themselves to potential employers and functioning effectively in the work place. Being generic rather than industry specific, Work Studies provided a framework within which students may explore several areas of vocational interest.

## **For whom this subject is intended:**

All students opting for the vocational strand should choose this as a “compulsory” subject. It assists students to gain knowledge, skills, values and attitudes which facilitate the transition to work. Work plays a central role in our lives and an awareness of the issues and concepts relating to the world of work and the acquisition of work related skills is valuable for all students.

## **Main Topics Covered**

### ***Preliminary***

- Two compulsory modules: Work and Change, Experiencing Work
- Work Project or Work Placement
- Range of option modules: career planning, work issues, understanding business, workplace rights and responsibilities
- WHS and senior First Aid certificates  
Writing a resume, preparing for a job application and interview

### ***HSC Course***

- Two compulsory modules: Work and Change, Experiencing Work
- Resume update, advanced job seeking skills including interview workshop
- Work and its effects on our lifestyle
- Work and Equity Issues  
Range of option modules: job seeking, self employment, workplace communications, job networks, support services

## **Course Expectations and Requirements**

Students must complete a work project or work placement, a senior first aid certificate and an OHS credential. Participation in a VET/ EVET/ SBAT course does lead to exemptions. All students will participate in excursions to industry, TAFE, private providers and support agencies.

**Course Fee:** There is no fee attached to this course



# Externally Delivered Vocational and Education Training (EVET)

## What is EVET?

EVET gives students the opportunity to study external courses outside of school as part of their HSC. EVET courses usually contribute 2 units towards the HSC.

## Who provides EVET courses?

Private providers are responsible for running EVET Courses. TAFE, ACBC and ITeC are examples of organisations that run EVET courses for students in the Illawarra. There are also many more private providers.

## What are courses are available?

Please be aware that all courses that are advertised by providers are **PROPOSED**, that is they may not run. You can find courses at the following:

- TAFE NSW
- ITeC
- ACBC website
- Kiama Community College
- Fusion Training Solutions
- There are also other providers in the Illawarra

Please see the Careers adviser for course flyers and information on courses. Please note TAFE will be available to speak to you at the subject selection evening.

## Why EVET and how is EVET different to school?

TAFE and other private providers have an adult learning environment. You will need to show commitment, both in terms of attendance and attitude to learning.

## How will an EVET course benefit you?

EVET courses are designed to lead to higher level courses. You will have an opportunity to obtain advanced standing and/or continuing student status on successful completion of your study. EVET courses will enhance your entry into the labour market.

## Will you get a Certificate at the end of the course?

EVET students may receive two sets of credentials at the end of their course. If you meet the Board of Studies HSC requirements, the EVET course will be included on your HSC Certificate. If you meet the EVET requirements you will receive a testamur from the registered training organisation.

## What is required of EVET students?

Students are required to:

- arrive on time and remain until the conclusion of the class.
- attend class regularly.
- bring the necessary books and/or equipment and/or clothing to class.
- comply with OH&S practices.
- sit for assessments on the nominated date or seek approval to extend the due date.
- Hand in all assignments by the due date or seek approval to extend the due date.
- plan activities so that EVET study, school study and other activities can be achieved.
- follow written and spoken directions.
- stay on task.
- treat other students and staff with respect and courtesy.
- refrain from inappropriate behaviour such as swearing, littering, harassment, stealing, damaging or misusing property, and/or being under the influence of drugs or alcohol.

If your behaviour prevents others from learning you will be disciplined according to the RTO's regulations and student discipline policies. Your school will be notified and, at the school's discretion, your parents will be informed. Failure to respond to feedback regarding unacceptable behaviour may result in your suspension from either the class or the course.

## Student Responsibilities

If you have an accident or suffer any kind of injury while on Campus, you must let your teacher or the Head Teacher know immediately. Staff will organise the necessary First Aid or medical help and will help you complete an accident form.

## What do you wear to EVET courses?

You do not have to wear your school uniform but you must dress appropriately. Specifically: if you have been provided with special clothing and/or footwear or other personal protective equipment (PPE), it must be worn, as directed, with exception. Thongs are not permitted.

## How often do you attend EVET?

Most EVET courses are scheduled to run from one afternoon per week, up to one full day per week. This allows students the opportunity to make full use of workshops and to ensure that course content is thoroughly covered. Punctuality and attendance should be given the highest priority.

## Equipment and Books

You need to provide your own writing materials. The training organisation provides all equipment, materials, protective clothing, module notes and texts for students. You should expect to be given homework. The amount of work to be completed outside the classroom varies across courses. When you are not given set homework, make sure you read over your class notes before you attend the next class. Progressive reading and revision of previously learned material will enhance your course outcomes.

## How do you apply?

Expressions of Interest forms are available from the Careers Adviser and must be returned by the 3<sup>rd</sup> of September, 2020 (Term 3).

Forms must be completed and signed by the student, the parent/caregiver and the school before being given to your Careers Advisor. Students are offered places in courses on the basis of satisfying the following criteria:

- level of ability including pre-requisite skills which indicates a capacity to succeed in the course.
- application to studies, maturity and suitability for an adult learning environment.
- high level of interest in the proposed course demonstrated through, for example, interests or commitment to completing the course.
- a good school attendance record.

## Students with Disabilities

Students with a disability are encouraged to participate in EVET. To be considered as a student with a disability, the school must complete a Confirmed Disability Sheet on behalf of the student.

## More Information

See the Careers Advisor or EVET Co-ordinator at your school who will be able to provide more information about specific courses offered in your local area.

# Part-time school-based apprenticeships and traineeships

## What is a School Based Apprenticeship/Traineeship?

School-based apprenticeships and traineeships allow high school students - typically Years 11 and 12 - to work with an employer as a paid employee one day per week whilst studying for their HSC and a vocational qualification. A school based traineeship combines paid work, training and school. Part-time traineeships in schools provide senior secondary students with three qualifications:

- a nationally recognised VET qualification under the Australian Qualifications Framework (AQF)
- a Certificate of Proficiency on satisfactory completion of the traineeship
- credit toward the Higher School Certificate (HSC).

A school based traineeship can give you a head start in your career, a head start in an apprenticeship/traineeship and a head start at TAFE.

## Getting Started

To start a school-based apprenticeship or traineeship, you must have an employer and have the support of your parent or guardian, and your school. You and your parent or guardian need to sign a training contract with your employer. You need to talk to your school about how work and training for the apprenticeship or traineeship will fit in with your school timetable.

## Traineeships Available

Before making a decision, you should think about the type of environment you would like to work in (for example, outdoors, in an office) and the things that interest you. School Based Traineeships are available in a wide range of industry areas such as:

Automotive, Business Services, Childcare, Retail, Hospitality, Horticulture, Sport & Recreation, Transport and Distribution.

## Further Information

For further information on completing a traineeship as part of your Higher School Certificate (HSC) can be obtained from the School-Based Apprenticeships and Traineeships in NSW website:

<http://www.sbatinnsw.info/> or the Careers Adviser.