

**Warren Central School**

**Information and Subject Selection**

**Stage 6**

**2023**

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**PRINCIPAL'S MESSAGE**

Dear Students

The following information has been prepared to inform students of the Courses offered at Warren Central School for the award of the Higher School Certificate.

Students and parents should read this guide carefully before making selections and discuss the options available with teaching staff if in doubt on any subject content.

There is a lot to consider when making subject choices.  Support is provided by the school to help all students make **informed** decisions about their future. Warren CS prides itself in ensuring students and parents are provided with positive support, to confidently ensure informed decisions are made about subject choices.

The school’s Career Adviser is available to support each student with subject choices in line with individual future study and career aspirations.

Any student with a particular interest in specific senior courses should speak to senior subject teachers and Head Teachers. They can provide practical advice on the demands of individual courses.

Your task now is to make some very important decisions. By seeking advice now and making the right subject choices from the start, you will be providing yourself with a great advantage.*Remember to talk to as many people as possible so that the decision you make about the subjects that you choose, is one that you feel most comfortable about.*

I wish you well in the important step you are taking, which will offer you exciting learning opportunities to achieve your goals.

Mr D Lovelock

Principal

Warren Central School

##### STUDYING FOR THE HIGHER SCHOOL CERTIFICATE

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

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

## Meeting HSC Eligibility Requirements:

### Know the Eligibility Basics

To be eligible for the HSC, you must:

* satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
* attend a government school, an accredited non-government school, a **NSW Education Standards Authority** recognised school outside NSW, or a TAFE college
* complete [HSC: All My Own Work](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
* satisfactorily complete courses in the patterns of study detailed below
* sit for and make a serious attempt at the required HSC exams
* meet the [HSC minimum standard of literacy and numeracy](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard) within five years of starting your HSC course.

**Certain Patterns of Study and Course Requirements apply**

You must satisfactorily complete:

* a Preliminary pattern of study that includes at least 12 units
* an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

* 6 units of Board Developed Courses
* 2 units of a Board Developed Course in English
* 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
* 4 subjects.

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

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

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about [eligibility, rules and prerequisites](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes) on our website.

## Types of HSC Courses

**Board Developed Courses** are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR.

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

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

**Vocational Education and Training (VET)** **-** VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the workplace.

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

**FEES**

Subjects may attract fees.

These include:

* Industrial Technology - $100/Year
* Hospitality Operations $35/Term or $140/Year ($105/Year - HSC)
* Visual Design - $80/Year
* Food Technology - $50/Semester
* Photography, Video and Digital Imaging - $50/Year

***PLEASE NOTE***

***Students must purchase their own materials for their major work project in Industrial Technology and Visual Arts.***

**AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)**

The Australian Tertiary Admission Rank (ATAR) is a numerical measure of a student’s overall academic achievement in the HSC in relation to that of other students. This measure allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission.

To be eligible for an ATAR you must satisfactorily complete at least 10 units of Board Developed ATAR courses. These ATAR courses must include at least:

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

ATAR courses are Board Developed Courses for which there are examinations conducted by the Board of Studies that yield a graded assessment. ATAR courses are classified as either Category A or Category B

No more than 2 units of Category B courses can be counted towards an ATAR. Category B courses include School delivered VET framework courses and the TAFE delivered courses in Accounting, Tourism, Electrotechnology and Automotive – Vehicle Trades, Mechanical (Heavy and Light) Vehicles.

The ATAR is a rank, not a mark

## ASSESSMENT AND REPORTING

Results at the end of Year 12 will appear on the HSC in two parts:

* A school assessment mark
* An examination mark

The HSC is based on a standards referenced framework. Student performance is assessed and reported against standards of achievement established for each course.

School based assessment tasks constitute 50% of the HSC mark. The other 50% comes from the HSC examination.

## ADDITIONAL INFORMATION

***HSC Pathways:***

The Pathways provision allows students more flexibility to develop a program of study that meets their individual needs. With Pathways you can extend your study program enabling you to take extra time to pursue an outside interest (e.g. sport), to take on a job, or to focus more attention on particular HSC courses. Alternatively, if you are exceptional student, pathways allow you to compress the time taken to complete your study program.

**Pathways offer the following features:**

**Accumulation:**

You may accumulate the HSC over a period of up to five years.

**Acceleration:**

Allows more able students the opportunity to progress through their study requirements at a faster pace.

**Repeating Courses:**

You may repeat one or more courses, but you must do so within the five-year accumulation period.

**Recognition of prior learning:**

You may be granted credit transfer – that is, be able to count courses studied in educational institutions such as TAFE – towards your HSC.

**School-based Traineeships:**

HSC studies can be undertaken at the same time as a part-time traineeship. A traineeship is a job that combines paid work and training that leads to a recognised Australian qualification.

**School-based Apprenticeships:**

HSC studies can be undertaken at the same time as a part-time apprenticeship. An apprenticeship is a job that combines paid work and training that leads to a recognised Australian qualification.

**Choosing Subjects**

It is imperative that students who are considering going on to Year 11 make their subject and unit choices wisely based on what requirements are needed for their future career.

Be guided by the following rules:

**Ability** Choose subjects and levels you are good at

**Interest** Choose subjects and levels, which are of interest to you

**Motivation** Choose subjects you really want to learn

**Future** Choose the pathway and subjects which will best assist you in your future career plans

Before submitting your selection sheet, it is also recommended that you talk to some or all of the following people who can help you decide:

* Year Advisor
* Class Teacher
* Head Teacher / Deputy
* Parents / Family

## Useful links

* [HSC minimum standard](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard)
* [Education and Training](https://www.training.nsw.gov.au/) [- State Training Services](https://www.training.nsw.gov.au/)
* [Careers Advisory Service](http://www.cas.det.nsw.edu.au/)
* [Universities Admissions Centre](http://www.uac.edu.au/)
* [My Future - Occupations](https://myfuture.edu.au/)
* [TAFE NSW](https://www.tafensw.edu.au/)
* [Australian Job Search](https://jobsearch.gov.au/)

***Board***

***Developed***

***Courses***

**Agriculture**

**Course No:**11010

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description:

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

### What Students Learn:

#### Preliminary Course

* Overview (15%)
* The Farm Case Study (25%)
* Plant Production (30%)
* Animal Production (30%)

#### HSC Course

**Core (80%)**

* Plant/Animal Production (50%)
* Farm Product Study (30%)

**Elective (20%)**

Choose ONE of the following electives to study:

* Agri-food, Fibre and Fuel Technologies
* Climate Challenge
* Farming for the 21st Century

### Course Requirements:

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

**Ancient History**

**Course No:**  11020

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:**Nil

### Course Description:

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

### What Students Learn:

#### Preliminary Course

The Year 11 course comprises three sections:

* **Investigating Ancient History**
  + Students undertake at least one option from ***‘The Nature of Ancient History’,*** and at least two case studies.
* **Features of** **Ancient Societies**
  + Students study at least two ancient societies.
* **Historical Investigation**

Historical concepts and skills are integrated with the studies undertaken in Year 11.

**HSC Course**

The Year 12 course comprises four sections:

* **Core Study:** **Cities of Vesuvius - Pompeii and Herculaneum**
* **One ‘Ancient Societies’ topic**
* **One ‘Personalities in their Times’ topic**
* **One ‘Historical Periods’ topic**

Historical concepts and skills are integrated with the studies undertaken in Year 12.

### Course Requirements:

**Preliminary Course**

Year 11 students undertake at least TWO case studies.

* One case study must be from Egypt, Greece, Rome or Celtic Europe, and
* One case study must be from Australia, Asia, the Near East or the Americas.

**HSC Course**

Year 12 requires study from at least TWO of the following areas:

* Egypt
* Near East
* China
* Greece
* Rome.

**Biology**

**Course No:** 11030

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

**Course Description:**

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

**What Students Learn:**

**Preliminary Couse**

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 and Disorders

**Course Requirements:**

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

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

**Business Studies**

**Course No:**11040

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

**Course Description:**

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

**What students learn:**

**Preliminary Course**

* **Nature of Business** - the role and nature of business
* **Business Management** - the nature and responsibilities of management
* **Business Planning** - establishing and planning a small to medium enterprise

**HSC Course**

* **Operations** - strategies for effective operations management
* **Marketing** - development and implementation of successful marketing strategies
* **Finance** - financial information in the planning and management of business
* **Human Resources** - human resource management and business performance

**Chemistry**

**Course No:**11050

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

**Course Description:**

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

**What Students Learn:**

#### Preliminary course

The Year 11 course consists of four modules:

* **Module 1** Properties and Structure of Matter
* **Module 2** Introduction to Quantitative Chemistry
* **Module 3** Reactive Chemistry
* **Module 4** Drivers of Reactions

**HSC Course**

The Year 12 course consists of four modules:

* **Module 5** Equilibrium and Acid Reactions
* **Module 6** Acid/base Reactions
* **Module 7** Organic Chemistry
* **Module 8** Applying Chemical Ideas

**Course Requirements:**

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

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

**Community and Family Studies**

**Course No:**11060

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description:

Community and Family Studies Stage 6 syllabus 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.

### What Students Learn:

Through the study of the Community and Family Studies course, students learn to develop:

* knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
* knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
* knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
* knowledge and understanding about research methodology and skills in researching, analysing and communicating
* skills in the application of management processes to meet the needs of individuals, groups, families and communities
* skills in critical thinking and the ability to take responsible action to promote wellbeing
* an appreciation of the diversity and interdependence of individuals, groups, families and communities.

#### Preliminary Course

* **Resource Management (20%):** Basic concepts of the resource-management process
* **Individuals and Groups (40%):** The individual's roles, relationships and tasks within and between groups
* **Families and Communities (40%):** Family structures and functions, and the interaction between family and community

#### HSC Course

* **Research Methodology (25%):** Research methodology and skills culminating in the production of an Independent Research Project
* **Groups in Context (25%):** The characteristics and needs of specific community groups
* **Parenting and Caring (25%):** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society

#### HSC Modules:

Select ONE of the following:

* **Family and Societal Interactions (25%):** Government and community structures that support and protect family members throughout their lifespan
* **Social Impact of Technology (25%):** The impact of evolving technologies on individuals and lifestyle
* **Individuals and Work (25%):** Contemporary issues confronting individuals as they manage roles within both their family and work environments

### Course Requirements:

The Preliminary course consists of three mandatory modules and the indicative course time allocated to their study.

The HSC course consists of three mandatory modules representing 75 per cent of course time. An options component representing 25 per cent of course time includes three modules of which students are to study only one.

Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module - Research Methodology - and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

**English Standard**

**Course No:** 11130

2 units for each of Preliminary and HSC   
Board Developed Course

**Exclusions:** English (Advanced); English (ESL); English (Extension); English EAL/D

### Course Description:

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

### What Students Learn:

### Year 11 Course

* Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.

### In two additional modules: Close Study of Literature, and Contemporary Possibilities students explore and examine texts and analyse aspects of meaning.

### Year 12 Course

### The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.

### Three additional modules emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.

### Course Requirements:

### Across the English Standard Stage 6 course students are required to study:

### a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts

### texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia

### a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples

### texts with a wide range of cultural, social and gender perspectives.

**Year 11 Course**

Students are required to study:

* one complex multimodal or digital text in Module A, *Contemporary Possibilities*. This may include the study of film
* one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
* a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
* a wide range of additional texts and textual forms.

**Year 12 Course**

Students are required to study:

* at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
* at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
* at least one related text in the Common module: Texts and Human Experiences.

**English Studies**

**Course No:** 30105

Board Developed Course.

2 units for Year 11 (Preliminary) and Year 12 (HSC)

**Exclusions:** English (Standard); English (Advanced); English (ESL); English (Extension); English EAL/D

## Course Description:

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

## Year 11 Course

* Students study the mandatory module, Achieving through English: English in education, work and community to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
* Students study two to four additional syllabus modules (selected based on their needs and interests).
* Students may also study an optional teacher-developed module.

### Year 12 Course

* The HSC Common Content consists of one module Texts and Human Experiences which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
* Students study two to four additional syllabus modules (selected based on their needs and interests).
* Students may also study an optional teacher-developed module.

## Course Requirements:

Across the English Studies Stage 6 Course students are required to study:

* texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
* a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
* texts with a wide range of cultural, social and gender perspectives.
* a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.

### Year 11 and Year 12 Course

Students are required to:

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

### Year 12 Course

**In addition** to the above requirements, students in Year 12 **only** are required to:

* study ONE text from the prescribed text list and one related text for the Common Module – *Texts and Human Experiences.*

**Food Technology**

**Course No:** 11180

2 units for each of Preliminary and HSC

Board Developed Course

**Fee: $100/Year ($25/Term)**

### Course Description:

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

### What Students Learn:

#### Preliminary Course

* Food Availability and Selection (30%)
* Food Quality (40%)
* Nutrition (30%)

#### HSC Course

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

### Course Requirements:

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

**Industrial Technology**

**Course No:**11200

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Students can only undertake study in 1 focus area.

**Fee:** $100/Year + Materials

**Course Description:**

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

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

#### Focus Areas

* Automotive Technologies
* Electronics Technologies
* Graphics Technologies
* Metal and Engineering Technologies
* Multimedia Technologies
* Timber Products and
* Furniture Technologies.

**What Students Learn:**

**Preliminary Course**

The following sections are taught on the relevant focus area:

* **Industry Study (15%)**
* **Design (10%)**
* **Management and Communication (20%)**
* **Production (40%)**
* **Industry Related Manufacturing Technology (15%)**

**HSC Course**

The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry:

* **Industry Study (15%)**
* **Major Project (60%)**
  + Design, Management and Communication
  + Production
* **Industry Related Manufacturing Technology (25%)**

**Course Requirements:**

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

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

**Investigating Science**

**Course No:** 11215

2 units for each of Preliminary and HSC

Board Developed Course

### Course Description:

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

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

### What Students Learn:

#### Year 11 Course

The Year 11 course consists of four modules:

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

#### Year 12 Course

The Year 12 course consists of four modules:

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

### Course Requirements:

Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

**Japanese Beginners**

**Course No:** 11740

2 units for each of Preliminary and HSC Board Developed

Board Developed Course

### Course Description:

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics covered provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

### What Students Learn:

Topics studied through two interdependent perspectives, the personal world and Japanese communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Students’ skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

#### Preliminary Course

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

#### HSC Course

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

### Topics:

* Family Life, Home and Neighbourhood
* People, Places and Communities
* Education and Work
* Friends, Recreation and Pastimes
* Holidays, Travel and Tourism
* Future Plans and Aspirations.

**Legal Studies**

**Course No:** 11200

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:**  Nil

**Course Description:**

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

**What students learn:**

**Preliminary Course**

* Part I - The Legal System
* Part II - The Individual and The Law
* Part III - The Law in Practice

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

**HSC Course**

* Core Part I: Crime
* Core Part II: Human Rights
* Part III: Two Options

**Two** options are chosen from:

* Consumers
* Global Environment and Protection
* Family
* Indigenous Peoples
* Shelter
* Workplace
* World Order

Each topic's themes and challenges should be integrated into the study of the topic.

**Mathematics Standard**

**Course No:** 11236

### 2 units Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course

**Exclusions:** Mathematics Standard 1; Mathematics Advanced; Mathematics Extension; Mathematics Extension 1; Mathematics Extension 2

### Prerequisites:

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

* Area and Surface Area
* Financial Mathematics
* Linear Relationships
* Non-linear Relationships
* Right-angled Triangles (Trigonometry)
* Single Variable Data Analysis
* Volume
* some content from Equations
* some content from Probability.

**Course Description:**

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

**What Students Learn:**

The study of Mathematics Standard 2 in Stage 6:

* enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
* provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
* provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
* provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

## Year 11 Course

The Mathematics Standard Year 11 course comprises of four Topics, with the Topics divided into Subtopics.

**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 Course

### The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic ‘Networks’.

**Topic: Algebra**

* Types of Relationships

**Topic: Measurement**

* Non-right-angled Trigonometry
* Rates and Ratio

**Topic: Financial Mathematics**

* Investments and Loans
* Annuities

**Topic: Statistical Analysis**

* Bivariate Data Analysis
* The Normal Distribution

**Topic: Networks**

* Network Concepts
* Critical Path Analysis

**Mathematics Advanced**

**Course No:**  11255

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Mathematics Standard; Mathematics Standard 1; Mathematics Standard 1 (Exam); Mathematics Standard 2

**Prerequisites:**

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

* Algebraic Techniques
* Surds and Indices
* Equations
* Linear Relationships
* Trigonometry and Pythagoras’ Theorem
* Single Variable Data Analysis

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

* Non-linear Relationships
* Properties of Geometrical Shapes

### Course Description:

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

All students studying the Mathematics Advanced course will sit for an HSC examination.

### What Students Learn:

The study of Mathematics Advanced in Stage 6:

* enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
* provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
* provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
* provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
* provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

#### Year 11 Course

The Mathematics Advanced Year 11 course content comprises five Topics, with the Topics divided into Subtopics.

**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

#### Year 12 Course

The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic ‘Financial Mathematics’ in place of ‘Exponential and Logarithmic Functions’.

**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

**Modern History**

**Course No:**  11270

2 units for each of Preliminary and HSC

Board Developed Course

### Course Description:

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study in peace and conflict, and one study of change in the modern world.

### What Students Learn:

#### Year 11 Course

The Year 11 course comprises three sections:

* **Investigating Modern History**
  + Students undertake at least ONE option from ‘The Nature of Modern History’, and at least TWO case studies.
* **Historical Investigation**
* **The Shaping of the Modern World**
  + At least ONE study from ‘The Shaping of the Modern World’ is to be undertaken.

Historical concepts and skills are integrated with the studies undertaken in Year 11.

#### Year 12 Course

The Year 12 course comprises four sections:

* **Core Study: Power and Authority in the Modern World 1919–1946**
* **One ‘National Studies’ topic**
* **One ‘Peace and Conflict’ topic**
* **One ‘Change in the Modern World’ topic**

Historical concepts and skills are integrated with the studies undertaken in Year 12.

### Course Requirements:

#### Year 11 Course

In the Year 11 course, students undertake at least TWO case studies:

* One case study must be from Europe, North America or Australia, AND
* One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

#### Year 12 Course

Students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.

**Personal Development, Health & Physical Education (PDHPE)**

**Course No:**  11300

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

**Course Description:**

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

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

### What Students Learn:

Through the study of the PDHPE course, students learn to develop:

* values and attitudes that promote healthy and active lifestyles and communities
* knowledge and understanding of the factors that affect health
* capacity to exercise influence over personal and community health outcomes
* knowledge and understanding about the way the body moves
* an ability to take action to improve participation and performance in physical activity
* an ability to apply the skills of critical thinking, research and analysis.

#### Preliminary Course

**Core topics (60%)**

* Better Health for Individuals (30%)
* The Body in Motion (30%)

**Options component (40%)**

Students select TWO of the following options:

* First Aid (20%)
* Composition and Performance (20%)
* Fitness Choices (20%)
* Outdoor Recreation (20%)

#### HSC course

**Core topics (60%)**

* Health Priorities in Australia (30%)
* Factors Affecting Performance (30%)

**Options component (40%)**

Students select TWO of the following options:

* The Health of Young People (20%)
* Sport and Physical Activity in Australian Society (20%)
* Sports Medicine (20%)
* Improving Performance (20%)
* Equity and Health (20%)

### Course requirements

The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options of which students are to study two.

The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two.

***Content***

***Endorsed***

***Courses***

# 

# Subject Details – Content Endorsed Courses

There are two types of Board Endorsed Courses - **Content Endorsed Courses** and **School Developed Courses**.

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

Schools may also develop special courses in order to meet student needs. These courses must be approved by the Board of Studies.

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

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

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

**Exploring Early Childhood**

**Course No:** 31010

Content Endorsed Course

**Exclusions:**  Nil

### Course Description:

Our society is increasingly recognising that children's experiences in the early childhood years form 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.

### What Students Learn:

Through the study of Exploring Early Childhood, students learn to develop:

* knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
* knowledge and understanding about the environmental factors that have an impact on young children’s growth and development
* knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
* skills in communication and interaction, research and analysis and decision-making and evaluation
* respect for the individuality and uniqueness of young children and their families
* an appreciation of the value and importance of supportive and responsible relationships with young children.

### Course Requirements:

The course comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. Fourteen optional modules are included in this course.

The time allocated to each optional module is flexible within the range of 15-30 hours depending on the number of units for the course and the way in which the course is delivered.

**Marine Studies**

**Course No:** 33503

Content Endorsed Course

**Exclusions:** Nil

**Fee:** $100/Year ($25/Term)

**Course Description**:

The oceans cover more than 70% of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life, which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.

The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty-first century.

**What Students Learn:**

Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students' acquire skills to solve real life problems.

Through Marine Studies students will develop:

* knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
* the ability to cooperatively manage activities and communicate in a marine context
* an ability to apply the skills of critical thinking, research and analysis
* knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
* knowledge, understanding and skills in safe practices in the marine context.

**Numeracy**

**Course No:** 30130

Content Endorsed Course

**Exclusions:**  Nil

**Course Description**:

The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

The *Numeracy Stage 6 CEC Syllabus* is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

**What Students Learn:**

The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:

* interpret and use numerical information
* solve problems using visual, spatial, financial and statistical literacy skills
* think mathematically in practical situations
* represent and communicate information
* use the context to determine the reasonableness of solutions

in order to manage situations and solve problems relating to their present and future needs.

**Year 11 Course**

The Numeracy Year 11 course content comprises 2 modules. The modules are divided into content areas.

**Module 1:**

* 1: Whole numbers
* 2: Operations with whole numbers
* 3: Distance, area and volume
* 4: Time
* 5: Data, graphs and tables

**Module 2:**

* 1: Fractions and decimals
* 2: Operations with fractions and decimals
* 3: Metric relationships
* 4: Length, mass and capacity
* 5: Chance

**Year 12 course**

The Numeracy Year 12 course content comprises 2 modules. The modules are divided into content areas.

**Module 3:**

* 1: Percentages
* 2: Operations with numbers
* 3: Finance
* 4: Location, time and temperature
* 5: Space and design

**Module 4:**

* 1: Rates and ratios
* 2: Statistics and probability
* 3: Exploring with NRMT (Numerical Reasoning Mathematical Thinking)

**Photography, Video and Digital Imaging**

**Course No:** 35226

Content Endorsed Course

**Exclusions:**  Nil

**Fee:** $50/Year

**Course Description:**

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students develop knowledge, understanding and skills through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

**What Students Learn:**

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

* Wet Photography
* Video
* Digital Imaging.

Modules include:

* Introduction to the Field
* Developing a Point of View
* Traditions, Conventions, Styles and Genres
* Manipulated Forms
* The Arranged Image
* Temporal Accounts.

An Occupational Health and Safety Module is mandatory. The additional module, Individual/Collaborative Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

**Course Requirements:**

Students are required to keep a diary throughout the course.

**Sport, Lifestyle and Recreation Studies (SLR)**

**Course No:** 35015

Content Endorsed Course

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

### Course Description:

Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

### What Students Learn:

Through the study of Sport, Lifestyle and Recreations course, students learn to develop:

* knowledge and understanding of the factors that influence health and participation in physical activity
* knowledge and understanding of the principles that affect quality of performance
* an ability to analyse and implement strategies to promote health, physical activity and enhanced performance
* a capacity to influence the participation and performance of self and others
* a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20-40 hours in duration) such as:

* Aquatics
* Athletics
* Dance
* First Aid and Sports Injuries
* Fitness
* Games and Sports Applications
* Gymnastics
* Healthy Lifestyle
* Individual Games and Sports Applications
* Outdoor Recreation
* Resistance Training
* Social Perspectives of Games and Sport
* Sports Administration
* Sports Coaching and Training

### Course Requirements:

The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component.

The time allocated to each optional module is flexible within the range of 20-40 hours depending on the number of units for the course and the way in which the course is delivered.

**Visual Design**

**Course No:** 35101

Content Endorsed Course

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

**Fees:** $50/Year

**Course Description:**

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design 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 design.

**What Students Learn:**

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

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

The additional module Individual/Collaborative Project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.

**Course Requirements:**

Students are required to keep a diary throughout the course.

***VET***

Logo, company name

Description automatically generated **Education** **Information for Students Undertaking**

**School Delivered VET Courses**

Wagga Wagga RTO 90333

The following document provides important information about Vocational Education and Training (VET) courses

delivered by Wagga Wagga Registered Training Organisation (RTO) 90333.

**General**

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

**Framework and Non Framework Courses**

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

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

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

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

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

**Assessment Procedures**

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

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

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

**Optional External HSC Examination**

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

misadventure.

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**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.

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

**Fees and charges**

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

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

**Freedom of Information and Privacy**

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

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

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

**Work Placement**

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

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

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

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

**Becoming a School Based Apprentice or Trainee**

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

Students wanting to find out more information regarding SBATs should contact the school’s 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).

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

**Smart and Skilled**

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

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| https://education.nsw.gov.au/__data/assets/image/0007/373795/DoE_Logo_K_RGB.png  Wagga Wagga RTO 90333 |
| SIT20416 Certificate II in Kitchen Operations  **Entry Requirements:**  Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.  Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course. |
| **Course: Hospitality** (240 indicative hours)  4 Preliminary and/or HSC units in total  Board Developed Course  Category B status for Australian Tertiary Admission Rank (ATAR)  Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC. |
| **Course Description**  This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks.  This qualification provides a pathway for commercial cooks into commercial cookery including work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care, hospitals, prisons, schools.  Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook. |
| **Core Units of Competency**  BSBWOR203 Work effectively with others  SITHCCC001 Use food preparation equipment  SITHCCC005 Prepare dishes using basic methods of cookery  SITHCCC01 Use cookery skills effectively  SITHKOP001 Clean kitchen premises and equipment  SITXFSA001 Use hygienic practices for food safety  SITXINV002 Maintain the quality of perishable items  SITXWHS001 Participate in safe work practices |
| **Elective Units of Competency**  SITHIND002 Source & use information on the hospitality industry  SITXFSA002 Participate in safe food handling practices  SITHCCC002 Prepare and present simple dishes  SITHCCC006 Prepare appetisers and salads  SITCCC003 Prepare and present sandwiches  BSBSUS201 Participate in environmentally sustainable work practices  This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA). |
| **Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**  **Support services may be available to meet needs of individual students.** |
| **Qualifications**  Students who are assessed as competent in the above units of competency will be eligible for a SIT20416 Certificate II in Kitchen Operations. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations. Portfolios of evidence are required for some units of competency in this course. |
| **Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.  **N Determinations:** Where a student has not met the NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.  **External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.  **Complaint or Appeals**: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer. |
| **Resources costs**: $35 per Term  **Refund Arrangements**: on a pro-rata basis |
| **Delivery Arrangements**: In school |
| **Exclusions** : Nil |
| A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/> |
| For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet> |

2020 Course Information SIT20416 Certificate II in Kitchen Operations Public Schools NSW Wagga Wagga RTO 90333May 2019 Page 1 of 1

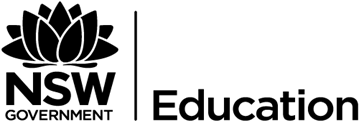
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| https://education.nsw.gov.au/__data/assets/image/0007/373795/DoE_Logo_K_RGB.png  Wagga Wagga RTO 90333 |
| AHC20116 Certificate II in Agriculture  **Entry Requirements:**  Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.  Foundation skills may be accessed using the LLN Robot to determine the language, literacy, numeracy suitability of a student for this course.  course. |
| **Course: Primary Industries** (240 indicative hours)  4 Preliminary and/or HSC units in total  Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)  Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.  Category B status for Australian Tertiary Admission Rank (ATAR).  Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC. |
| **Course Description**  This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides an entry level occupational outcome in agriculture. Students will be able to gain skills and knowledge in a range of activities and functions in the production and care of livestock and/or plants, safety, maintaining and using equipment such as tractors, chemical use, interpreting weather and sustainability. Skills gained in this industry transfer to other industries. Job roles and titles vary across different industry sectors. Possible occupations in this industry include farm or station hand/labourer, shearer, livestock breeder/attendant/ stockperson, horticultural assistant and farmer/farm manager. |
| **Core Units of Competency**  AHCWHS201 Participate in WHS processes  AHCWRK209 Participate in environmentally sustainable work practices  AHCWRK204 Work effectively in the industry |
| **Elective Units of Competency**  AHCWRK201 Observe and report on weather  AHCCHM201 Apply chemicals under supervision  AHCPMG201 Treat weeds  ACHWRK205 Participate in workplace communications  Healthy Livestock  AHCLSK202 Care for health and welfare of livestock  AHCLSK205 Handle livestock using basic techniques  AHCLSK206 Identify and mark livestock  AHCLSK204 Carry out regular livestock observation  AHCMOM202 Operate tractors  AHCMOM304 Operate machinery and equipment  AHCBIO201 Inspect and clean machinery for plant, animal and soil  AHCLSK211 Provide feed for livestock  AHCLSK209 Monitor water supplies  AHCINF202 Install, maintain and repair farm fencing  AHCINF201 Carry out basic electric fencing operations |
| **Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**  **Support services may be available to meet needs of individual students.** |
| **Qualifications**  Students who are assessed as competent in the above units of competency will be eligible for AHC20116 Certificate II in Agriculture. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards AHC20116 Certificate II in Agriculture. |
| **Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.  **N Determinations:** Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.  **External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.  **Complaint or Appeals**: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer. |
| **Resources costs**: NIL  **Refund Arrangements**: NA |
| **Delivery Arrangements**: Timetabled lessons face-to-face. Practical lessons delivered on-site. |
| **Exclusions**: Nil |
|  |

2020 Course Information AHC20116 Certificate II in Agriculture Public Schools NSW Wagga Wagga RTO 90333May 2019 Page 1 of 2

|  |
| --- |
| A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/> |
| For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet> |

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

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

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

**Privacy Notice**

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

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

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

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

**Study reason**

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

|  |
| --- |
| To gain extra skills to apply for a job |
| For personal interest or self-development |
| To gain skills for community/voluntary work |
| To learn about the requirements for work |
| Other reason |

**Personal details**

**Full Name** **\_\_\_\_\_\_\_\_\_\_ Date of Birth \_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_**

**If you have a** disability**, impairment or long-term condition ensure your school is informed.**

**Delivery details** This qualification will be delivered at school over one or two years.

**Unique Student Identifier (USI)**

Detailed course information is provided on each Course Information Sheet.

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

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



VET Enrolment Form Public Schools NSW Wagga Wagga RTO 90333 Version 1.6 July 2020

**Training Product (Qualification) Details**

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

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

|  |
| --- |
| AHC20116 Certificate II in Agriculture |
|  |
| SIT20416 Certificate II in Kitchen Operations |
|  |

**Fees and refunds**

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

**Parent / Carer declaration:**

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

Student name: ………………………………………………………..……

Parent name: ……………………………………………… Parent signature: ………………………………… DATE: ………………

**Complaints and appeals statement**

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

**PLEASE RETURN TO:** Mrs Robertson or Ms Taylor Original copy to be filed in the School Student Folder.

Digital copies for the VET cohort to be filed in the Enrolment Folder within the School Folder on QMS.

VET Enrolment Form Public Schools NSW Wagga Wagga RTO 90333 Version 1.6 July 2020