



# JINDABYNE HIGH SCHOOL

Rivers of Learning, Mountains of Opportunity



## 2024 SENIOR SUBJECT SELECTION GUIDE

Edited: June 2023

RESPECT • INTEGRITY • COURAGE





This booklet is to assist Year 10 students in their selection of subjects / courses for Year 11 2024.

**Not all courses in this booklet will attract sufficient students to run.** The final decision on the Year 11 Curriculum will be made with regard to:

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

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AQF	Australian Qualifications Framework
ATAR	Australian Tertiary Admission Rank
NESA	NSW Education Standards Authority
HSC	Higher School Certificate
JHS	Jindabyne High School
TAFE	Technical and Further Education
TVET	TAFE Vocation Education and Training
VET	Vocation Education and Training
UAC	University Admission Centre

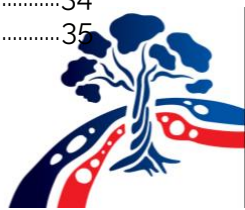
Disclaimer: All information in the JHS Senior Study Guide is correct at time of production.





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# Principal's Message

Congratulations on reaching this milestone!

The Jindabyne High School **Senior Studies Guide** is for Year 10 students embarking on senior study in 2023. It is now time for you to plan your future very carefully.

For the first time in your education, you have the opportunity to make decisions about **every** course that you will study for the next two years. You have some very important decisions to make.

**However, first you need to ask yourself some very important questions:**

- What are you good at doing?
- What are you interested in doing?
- Where is it that you are hoping to be in two years' time and what pathways can get you there?
- Who can best help you in making your choices?

**Consider the following:**

You must prepare yourself for a range of careers. Do not restrict your options so greatly that you will not have choices when you leave school. Consider whether you are most interested in entering the workforce as soon as you can, whether you want an apprenticeship, or whether you are interested in further study, either at TAFE or University.

**What do you need to do to get where you want to be?**

Jindabyne High School offers a rigorous curriculum designed to provide all students with a wide range of engaging options for further study, potential employment and/or further training.

I encourage you to read this Senior Studies Guide carefully and go to the Senior Studies Parent Information evening at Jindabyne High School. You will also be involved in personal interviews at JHS. These are all designed to meet your particular needs in planning your future.

It is an exciting time and you are encouraged to aim for your personal best so that you can enjoy the benefits that come from being a student at Jindabyne High School.

## Mrs Kelly Henretty

Mrs Kelly Henretty  
**Principal**

### Important Dates

**Curriculum Evening**  
Monday 24th July 2023

**Initial Subject Choices**  
Monday 24th July 2023





# The Higher School Certificate (HSC)

More than 75,000 students complete the HSC each year. It is the highest educational award you can gain in New South Wales schools. The HSC caters for:

- Students who want an ATAR, enabling direct entry to Australian Universities
- Students seeking admission to overseas universities
- Students who do not want an ATAR, but do want a recognised school credential
- Students who want an HSC that includes nationally recognised qualifications through vocational education and training (VET) and TAFE courses. Eligible VET courses can count toward an ATAR

The HSC:

- is an internationally recognised credential
- provides a strong foundation for the future
- is standards based. Students receive HSC marks that indicate the standards they have achieved.

In order to gain a Higher School Certificate, students must:

- complete a minimum of 12 units of Year 11 courses and 10 units of Year 12 courses. All courses in the HSC have a unit value. Most courses are 2 units.
- satisfactorily complete the Year 11 course (usually studied during Year 11) before they are eligible to commence the corresponding Year 12 course (usually studied during Year 12).
- complete one course of English - the only compulsory subject for the HSC.
- have a satisfactory record of attendance and application in each course.
- satisfactorily undertake the school's assessment program in each course.
- complete a sufficient number of Year 11 and Year 12 courses within five examination years.

Year 11 courses are usually taken in Year 11 and do not have an external examination. They are undertaken for three terms. Year 12 courses are usually taken in Year 12 and end with a Higher School Certificate (HSC) examination. Year 12 courses usually commence in Term 4 of Year 11.

Students must complete the Year 11 course in a subject before undertaking the Year 12 course in that subject. In some circumstances both the Year 11 and Year 12 component of a subject can be studied in one year.

Vocational Education and Training (VET) courses are not classified as Year 11 or Year 12 and can be studied in either year.





### Eligibility:

- 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](#) (or its equivalent) **before** you submit any work for Year 11 or Year 12 courses, unless you are only entered for 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](#) within five years of starting your Year 12 course.

## Minimum Standard Tests

From 2020 a student must meet predetermined minimum standards in literacy and numeracy, to be eligible to receive the HSC. Students will sit online tests in reading, writing and numeracy. Results are placed in one of four levels. For a student to meet the minimum standards in literacy and numeracy they will need to score a level 3 or higher in each of the tests. Students can begin sitting the tests in Year 10. Students get four attempts to meet the minimum standards each year and may attempt the tests in years 10, 11 and even Year 12 if necessary.

Where a student fails to meet the minimum standards they will not receive their HSC. However, they will still qualify to receive their Record of School Achievement (RoSA) which will show the subjects they have undertaken and the results they received for each of the courses completed.





# HSC Courses

There are two main types of courses students study for the HSC:

<b>Board Developed Course (BDC)</b>	<b>Board Endorsed Course (BEC)</b>
HSC exam <ul style="list-style-type: none"> <li>counts towards HSC</li> <li>may count towards the ATAR</li> <li>includes some VET courses</li> <li>includes Life Skills courses (no exam)</li> </ul>	no HSC exam (school-based assessment used) <ul style="list-style-type: none"> <li>counts towards HSC</li> <li>cannot contribute to the ATAR</li> <li>includes some VET courses</li> <li>also known as Content Endorsed Courses</li> </ul>

## Board Developed Courses (BDC)

These are courses for which the NESA develops a syllabus setting out the aims, objectives, outcomes, structure and content. They are set and externally examined by NESA. Examples of courses include the areas of English, Mathematics, Science, Technology, Creative Arts, Personal Development, Health and Physical Education, Human Society and its Environment, Languages and Vocational Education and Training (VET) Curriculum Frameworks. These courses may contribute to the calculation of Australian Tertiary Admission Rank (ATAR). *However, only one VET Framework course can be used in the calculation of the ATAR.*

## Eligibility for HSC Life Skills program

For a small percentage of students with special education needs, particularly those with an intellectual disability, it may be appropriate to develop a pattern of study that includes **one** or more Life Skills courses. Life skills courses are Board Developed courses and do not contribute to the ATAR.

Students that have completed four (4) Life Skills courses in Stage 5 are automatically eligible for Stage 6 Life Skills.

All other applicants for Stage 6 Life Skills will be assessed on an individual bases and in negotiation with a team from Jindabyne High School. This may include the Head Teacher Wellbeing, Head Teacher Administration and Head Teacher from key learning areas.

For students who are intending to complete a combination of standard Board Developed Courses and Life Skills courses please contact the Head Teacher Administration for further information.

## Board Endorsed Courses (BEC) / Content Endorsed Courses (CEC)

There are two types of Board Endorsed Courses: Content Endorsed and locally developed. Most of the courses available at Jindabyne High School are Content Endorsed Courses that have syllabuses endorsed by NESA to cater for areas of special interest. Some courses are locally designed and have been approved by NESA.

All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of Achievement. However, Board Endorsed Courses do not count towards calculation of the ATAR, as there is no external examination and assessment is school based. There are several Board Endorsed Courses delivered by Jindabyne High School and by TAFE NSW. Vocational Education and Training (VET) courses are not classified as Year 11 or Year 12 and may be studied in either year.







## What are Units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Each unit of a course is equivalent to approximately 60 hours of study per year.

For the HSC each unit has a value of 50 marks. A 2 unit course has a value of 100 marks.

### 2 unit course:

- This is the basic structure for all courses.
- Studied for approximately 120 hours per year and marked out of 100 for the HSC.
- Two unit BDC courses offer suitable preparation for the study of that subject at tertiary level.

### 1 unit course:

- Is an extension course, equivalent to approximately 60 hours of study per year and marked out of 50.
- Extension courses offer suitable preparation for the study of that subject at tertiary level and build on the content of the 2 unit course.

#### Year 11:

- Extension courses require students to work beyond the standard of the 2 unit course.
- English and Mathematics Extension Courses are available in Year 11.
- Students must study the Year 11 extension course in these subjects before proceeding to the Year 12 Extension 2 courses.

#### Year 12:

- English and Mathematics Extension 2 courses are only available in Year 12 and require students to work beyond the standard of the Extension 1 course.
- Year 12 extension courses in subjects other than English and Mathematics are made available to students after completion of the Year 11 course if the student shows exceptional ability in the subject area.

Both the Year 11 and Year 12 Courses **must** include:

- At least 6 units of Board Developed Courses, including at least 2 units of English
- At least 3 courses of 2 units value or greater
- At most, 7 units of courses in Science can count towards HSC eligibility

## The Senior School Environment

During Year 10, the School provides experiences and guidance designed to help students to mature progressively. By the end of Term 4, students take on increasingly adult responsibilities with a sense of independence, self-discipline and direction. This is necessary for their success as





the academic and social leaders of the School in Years 11 and 12.

For students in their senior years the school provides a more adult learning environment, better preparing students for further education, training and employment. In this environment students can expect:

- To take responsibility for their learning
- That many of their lessons will be delivered in longer blocks of time
- They will have times during the week where they will not have formally timetabled lessons
- The relationship between themselves and their teachers will change
- To be treated as young adults who can make independent choices and manage their own career transitions
- To sign a senior agreement at the start of the Year 11 course

## Subject Selection Process

Subject selections are managed via an online process. Students select the subjects they wish to study, **in order of preference**. **These preferences are very important as they are used to determine the eventual makeup of subject lines (the groups of subjects that are taught at the same time of day).**

Many factors are considered in the construction of subject lines, including teacher and room availability but the greatest consideration is given to student choice. With so many students making choices it is impossible to satisfy student wishes, however, this process involves the use of software to analyse student choices and other timetable constraints to arrive at the best possible solution. After the draft subject lines are published, a period of consultation will begin with students and their parents/carers to either confirm their pattern of study for 2024 or make adjustments if needed.





### Subject Selection Timeline

<b>Week 10 Term 2</b> Tuesday 27 <sup>th</sup> June – Friday 30 <sup>th</sup> June 2023	<b>Ms Green</b> will talk about ATAR during various PDHPE classes
<b>Week 10 Term 2</b> Friday 30 <sup>th</sup> June 2023	<b>Career Talk</b> Adam Newman “The Careers Guy” will present a career talk to Year 10 during Period 4
<b>Week 10 Term 2</b> Tuesday 27 <sup>th</sup> June 2023	<b>Senior Studies Guide booklet</b> The Senior Studies Guide will be handed out and emailed to all Year 10 students
<b>Week 2</b> Monday 24 <sup>th</sup> July 2023 (Period 1 to Period 4)	<b>Subject course information talks</b> Information Sessions will be held during school to Year 10 students where each faculty will cover detail on all HSC subjects offered at Jindabyne High School. The Subject Selection Survey will be given out for completion and collection
<b>Week 2</b> Monday 24 <sup>th</sup> July 2023 6:00 PM	<b>Parent Information Evening</b> This will involve a presentation about how Jindabyne High School offers a comprehensive approach to the HSC. This will be followed by the Executive staff where parents/carers can ask any pressing questions about the subject selection process and talk to teachers regarding subjects offered.
<b>Week 2</b> Monday 24 <sup>th</sup> July 2023 6:00 PM	<b>Online Subject Selection (initial preferences) open</b> Students are asked to indicate their initial subject preferences, via Edval web choices.
<b>Week 2</b> Wednesday 26 <sup>th</sup> July 2023	<b>Online Subject Selection (initial preferences) closed</b> Initial subject selections end, COB.
<b>Week 3</b> Monday 31 <sup>st</sup> July 2023	<b>Subject Lines released – line selection open</b> Subject lines are constructed, based on student preferences. Students will now choose a subject on each of the 6 subject lines.
<b>Week 3</b> Tuesday 1 <sup>st</sup> August to Friday 4 <sup>th</sup> August 2023	<b>Subject selection interviews commence</b> Students will participate in a subject selection interview to finalise subjects selected. Interviews to be conducted by the HT Administration and Careers Adviser.
<b>Week 4</b> Thursday 10 <sup>th</sup> August 2023	<b>Online Subject Line selection closes</b> Final subject line choices end, COB.
<b>Term 4</b>	<b>All My Own Work</b> This course is a mandatory course set by NESA which must be completed prior to commencing Year 11.

Ensure that you understand all the HSC and ATAR subject requirements and that you are aware of any exclusion that may exist. Remember, at least 2 units of English are compulsory.

**Note:** Some of the subjects listed may not run due to lack of numbers or line conflicts.

Final cut off date for any subject change in Year 11 2024 is **19 February, Week 4 Term 1.**





## Course Patterns

<b>HSC Course Structure</b>	
<ul style="list-style-type: none"> <li>All courses in the HSC have a unit value</li> <li>All 2 unit HSC courses have equal status</li> </ul>	
<ul style="list-style-type: none"> <li>Most courses are <b>2 units</b></li> <li>2 units = 4 indicative hours of instruction per week</li> <li>120 indicative hours per year = 100 marks</li> </ul>	Some courses are <b>1 unit</b> For example: Extension study courses* <ul style="list-style-type: none"> <li>1 unit = 2 indicative hours of instruction per week</li> <li>60 indicative hours per year = 50 marks</li> </ul>
VET courses <i>may</i> be counted as either Year 11 or Year 12 courses	

\* Extension courses are designed to build on the content of the 2 unit course and require students to develop greater competence and understanding

## Requirements for the HSC

Both the Year 11 and Year 12 Courses must include:

- At least 6 units of Board Developed Courses, including at least 2 units of English
- At least 3 courses of 2 units value or greater
- At least 4 subjects (including English)
- At most, 7 units of courses in Science can count towards HSC eligibility

No more than 6 units of Science courses can be studied in Year 11 and no more than 7 units of Science courses can be studied in Year 12.

Oral, practical and project work required for specific courses and the assessment requirements for each course must be completed.

A serious attempt at the required HSC examinations must be made.

Students in Year 11 must study a minimum of 12 units to meet mandatory requirements. During Year 12, this requirement is only 10 units. Jindabyne High School recommends students study 12 units as research and evidence clearly demonstrates that students who study 12 units or more in the HSC are more successful and have greater opportunities throughout life.

<b>Year 11 Course</b>	<b>Year 12 Course</b>
<ul style="list-style-type: none"> <li><u>minimum</u> of <u>12 units</u>, including 2 units of English</li> <li>Year 11, three terms of study</li> </ul>	<ul style="list-style-type: none"> <li><u>minimum</u> of <u>10 units</u>, including 2 units of English</li> <li>Year 12, four terms of study</li> <li>commences in Term 4 of Year 11</li> </ul>
<b>Note:</b> Students must satisfactorily complete the Year 11 course before commencing the corresponding Year 12 course	

## Suggested Course Prerequisites

This information is provided to enable students and parents make informed choices with regard to particular subjects. The suggested prerequisites are indicative only and should not be seen as fixed standards that must be obtained in order to undertake the subjects in question. Students





who are interested in undertaking these subjects who have not met or are not meeting the indicative prerequisites are encouraged to speak to the relevant Faculty Head Teacher or Head Teacher Administration in relation to their enrolment in these subjects.

Even though the Record of School Achievement (RoSA) results will not be available at the time that students are asked to make their subject choices, we have provided an indication of the indicative RoSA results required for these subject where appropriate. This is so students who are planning to undertake these courses in Stage 6 have an indication of what they should be aiming for in their RoSA this year.

Subject	Results
English Advanced	Grade A or B in English
English Extension	Grade A or B in English
Mathematics Advanced	Grade A or B in Mathematics
Mathematics Extension 1	Grade A in Mathematics
Chemistry and Physics	Grade A or B in Mathematics Grade A or B in Science
Biology	Grade C or above in Science

## Compulsory School Leaving Age

- The New South Wales Government has passed the Education Amendment Bill 2009, which changed the school leaving age to 17 years of age from 1st January 2010.
- This means after they complete Year 10 and until they turn 17 years of age, students must:
  - Participate in full time education and training (such as school or TAFE); OR
  - Be employed in paid work for at least 25 hours per week; OR
  - Have a combination of paid work and education and training for a minimum of 25 hours per week.
- Further details can be found at: <https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents/new-school-leaving-age>





# Australian Tertiary Admission Rank (ATAR)

On average one in three students will gain entrance to university in the two years following the Higher School Certificate. Most of these students will be selected for university entrance using the ATAR. Some students may gain entrance to university through early admission schemes. University of Wollongong and Charles Sturt University offer admission to a small number of students this way (see Careers Advisers for information), whilst other students will gain entry to university as mature age students.

The sole purpose of the ATAR is to assist universities in selecting students for entry into their courses in the first two years beyond the Higher School Certificate. If a student does not wish to enter university in the first two years of completing the Higher School Certificate, there is no need to gain an ATAR.

To be eligible for an ATAR, students must satisfactorily complete 10 units of **HSC Board Developed Courses (BDC)** including:

- The best 2 units of English
- The best 8 units from the remaining units.

Students considering university entrance at the end of Year 12 should consult with the University Entry Requirements Booklet produced by the University Admission Centre (UAC) and the Careers Adviser.

## School Based Apprenticeships and Traineeships

### **Students who are still at school but keen to get started in the workplace?**

As a student in Year 10, 11 or 12 you may be able to do a school based apprenticeship or traineeship. This is a great opportunity for you to combine paid work, training and school while achieving an industry recognised national qualification.

### **So how can it benefit you?**

By completing a school based apprenticeship or traineeship you:

- can be credited towards your HSC for the study and work you do while you are at school
- may be eligible to sit an optional exam that counts towards the calculation of your Australian Tertiary Admission Rank (ATAR).
- have the opportunity to commence a trade while you are completing school.
- will have a head start as you will have a one year advantage over others.
- will gain great experience while you study and get paid for it.

### **How can you find out more?**

Speak with your school careers advisor to find out what options are available to you.





## Vocational Education and Training (VET)

Vocational Education & Training (VET) courses teach industry specific skills relevant to future study and employment. These courses are competency based and allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation. AQF qualifications are recognised by industry and employers throughout Australia. It gives students advanced standing in related study at TAFE NSW. A workplace component is a compulsory part of all VET Framework courses.

There are some Board Developed VET courses that are based on Industry Training Packages. These courses are designated Board Developed for the purposes of the calculation of the ATAR. Students must study the 240 hour course and undertake the optional written examination to have the course contribute to the ATAR calculation.

### Important things to consider when selecting a VET course delivered at TAFE:

1. Block delivery of course hours – usually a full day on Wednesday, depending on the course.
2. Travel to TAFE is provided by a bus that leaves school at 7:30am.
3. As with all senior courses, attendance is required at *all* lessons. One missed lesson block (day) equals a week of course content missed.

**Some VET courses may be offered at Cooma TAFE, otherwise it will be completely online.**

TAFE courses are determined on the number of applications from three schools - Jindabyne High School, Monaro High School, and Bombala High School. Courses are identified to run at the start of the school year and/or during the first month of Term 1. Accordingly, students need to select an **at school** choice and commence this subject until TAFE commences, particularly as TAFE courses can be cancelled at the start of the year.

**Note:** *Students electing to undertake courses of study at TAFE need to be aware that for Face-to-Face courses, students will miss some timetabled lessons at school. It is the responsibility of students to catch up on missed work.*

**Important:** Students studying VET courses must complete work placement of up to 70 hours for a 2 unit x 2 year course (240 Hours HSC credit). Additional hours are required for any extension courses – typically 35 hours for 120 hours of HSC credit.

**Enrolment deadline for TAFE: FRIDAY 1<sup>st</sup> SEPTEMBER 2023.**

## Distance Education

Alternative single courses are offered via Distance Education. The school is limited to nine (9) new applications per year, with the majority of those being offered to Year 11 students. Selection of these places is by merit application and only granted to those who are capable of working independently.





# Accumulation of the Higher School Certificate

Students may accumulate HSC over a five year period. The five year period will commence in the first year a student attempts an HSC examination or completes an HSC VET course. Students accumulating an HSC will receive a Record of Achievement for each calendar year of study. The accumulative record will show all Year 11 and Year 12 courses satisfactorily completed, including repeat attempts. The mark of the final attempt on a particular course is the mark counted in the ATAR.

## Acceleration

Students may undertake Year 11 or Year 12 courses in advance of their usual cohort. The Principal will make decisions about acceleration. Students who are accelerated may be able to undertake additional units for the HSC or undertake further study at TAFE NSW while still at school.

## Assessment and Reporting

At the commencement of both the Year 11 and Year 12 Courses, students will be issued with a **Jindabyne High School Assessment Booklet**. The HSC mark is a 50:50 combination of a student's examination mark and school-based assessment mark for each course. School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Schools submit an HSC assessment mark for every student in most courses. NESA puts the marks through a [process of moderation](#) to allow a fair comparison of marks in each course across different schools.

## Credentials for School Leavers

### Record of School Achievement (RoSA)

The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Year 11) courses completed during secondary education.

- Teachers will submit grades to NESA for all courses the student completes in both Stage 5 and 6.
- If a student does not complete a course in Year 11 or 12, their RoSA will record their enrolment without showing a grade.
- Only students who leave school and who satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and who are not eligible for a RoSA will be able to receive a Transcript of Study from the school at their time of departure.

On satisfactory completion of the HSC, students receive a portfolio containing:

### **The Higher School Certificate Testamur**

The official certificate confirming achievement of all requirements for the award of the HSC.

### **The HSC Record of Achievement**

The document listing the results of each Year 12 and Year 11 Course attempted.

### **The HSC Course Reports**

Reports of marks, the performance scale and band descriptors for each HSC course.

### **AQF Certificate in school delivered VET courses**

Certificate or Statement of Attainment for each VET course studied, showing modules successfully completed.







# What is credit transfer?

## Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single, national, coherent framework for qualifications from the Senior Secondary Certificate (HSC) to a Doctoral Degree. It links together all these qualifications and promotes lifelong learning, encouraging continual upgrading of knowledge and skills.

School Sector	Vocational Education and Training Sector-TAFE	Higher Education Sector-University
		Doctoral
		Masters
		Graduate Diploma
		Bachelor Degree
	Advanced Diploma	Advanced Diploma
	Diploma	Diploma
	Certificate IV	
	Certificate III	
Certificate II	Certificate II	
Certificate I	Certificate I	
HSC		

Jindabyne High School is committed to providing pathways between the school, the vocational education sector (TAFE) and the higher education sector.

Credit Transfer is a form of recognition based on a formal arrangement between educational institutions. Credit Transfer is not automatic and must be applied for at the time of enrolment at TAFE or university. It applies to a range of HSC courses such as English, Business Studies and Biology, and includes Vocational Education and Training (VET) courses such as Hospitality, Retail and Construction.

Credit Transfer arrangements between TAFE NSW and the Higher Education sector (universities) may enable you to get credit for TAFE NSW studies you have already completed. For example, University of Technology, Sydney will give up to a year of advanced standing for Diploma or Advanced Diploma courses completed at TAFE NSW. Specific credit will depend on subjects completed and level of achievement in those subjects.

## What is RPL?

### Recognition for Prior Learning

If you are granted recognition of prior learning (RPL) at TAFE NSW or university, you will receive advanced standing in the course in which you plan to enrol and do fewer modules/units in that course. Recognition may allow you to complete your qualification faster. Advanced standing does not give you automatic entry to a course.





## 5 Questions to Consider When Choosing Subjects

Tips from your Career Adviser...

1. **What subjects are you good at and like to study?** Whether you are looking to get an ATAR or not, it is important to do the BEST you can at your chosen subjects. Choose subjects you enjoy and are good at, so you will be able to get the BEST mark you can!
2. **Do I need an ATAR?** If you want to attend university, whether that be straight after school or obtain a University offer then take a GAP year - YES you need an ATAR! Don't want to go to university, you want to work full time when you leave school or attend further training either TAFE or Private Training provider - NO you don't need an ATAR.
3. **Does my university degree have certain subjects I need to do?** Some university degrees do require you to do certain school subjects eg: Engineering or Science Degrees. If you don't know which degree is for you, choose subjects you are good at and enjoy so you will get the BEST mark possible. Most universities offer bridging courses (a short intense course) prior to the start of your degree. You can check the prerequisite subjects required on University websites.
4. **You are unsure if you want to attend UNI but want to leave your options open in case you change your mind?** In this case, I would make sure I choose 5 to 6 ATAR subjects, this can be made up from school offered subjects and/or TVET courses that attract an ATAR. If you chose 5 ATAR subjects you could choose 1 Board Endorsed course that attracts no ATAR.
5. **You have heaps of career ideas but can't find information about occupations and what pathways into Training & Education is involved after I leave school.** Useful websites:

[www.jobjump.com.au](http://www.jobjump.com.au)

You would have already registered on this website through your Year 10 PDHPE classes. If you haven't as yet please register. School name: Jindabyne High School - School password: jindabyne. You will then create your own individual profile with your own email address and your own password. You can use this website to search for suggested subjects to study in year 11 & 12 for a variety of careers. Use the Subject Tab. This website can also guide you on courses you can study at University & TAFE and if those courses need subjects in your HSC as a prerequisite.

[www.gooduniversitiesguide.com.au](http://www.gooduniversitiesguide.com.au)

Click the course or careers tab this will take you to a screen where you can either search specific courses or occupations. The career information provided will be details about the occupation, specialisations in the occupation, personal requirements for the occupation and training/education required for this occupation. It will even list all the institutions that offer a particular course for this occupation.

<https://myfuture.edu.au>

You can register for this website using your education email. Have a look at the career bullseye pages - there are 33 different subject areas that link to associated occupations. You can click on an occupation and it will take you to a screen outlining all details about the occupation, pathways which include courses you can study to become that occupation. Each course you look at should outline the entry requirements or subjects that should be studied to access this course.

Your Careers Adviser is here to help you. Make an appointment if you have any questions.

## Advice Checklist:





- ❑ Students are most likely to succeed when they pick courses which align to their interests and abilities. Picking a course that does not match your interests and abilities will not usually equate to high achievement in that course.
- ❑ Is there a good balance to the subjects selected? Are you ok across your current subjects or do you perform better in classes that involve more (or less) writing?
  - Do your subjects complement one another? Do the skills or concepts covered in one course relate to content in another course?
- ❑ Friends can be a good sounding board for your thoughts about your pattern of study. However, picking a course because a friend is doing it is not a guarantee that you will be in the same class, nor does it have a direct bearing on your academic success.
- ❑ Be aware of any potential issues with your specific course combination, including eligibility for ATAR or the consequences if you want/need to drop a course moving into Year 12.
  - Not every student is seeking an ATAR – that is ok.
- ❑ Consider any additional course requirements listed. These requirements often take notable time away from other courses and students will need to be well-planned, motivated and organised to balance these requirements successfully.
  - Does the course have a major work? Most teachers would advise against undertaking two major work courses without careful consideration.
  - Does the course involve work placement or is it an external course that may take you away from your timetabled lessons? You are expected to complete all outstanding work during these times.
- ❑ Consider potential requirements for any areas of Tertiary study you may be interested in. The Careers Adviser is an excellent source of advice and support on Tertiary prerequisites.
  - If there are no prerequisites, then picking courses that allow you to maximise your ATAR will give you as many options as possible!
- ❑ Ask Ask ASK! Everyone wants you to make the best choice for you and your education. There are a range of places you can get more specific information to support your preference listing...
  - Information Sessions provided by the Head Teachers.
  - The Parent Information Evening.
  - Your teachers, Head Teachers, teachers of that subject.
  - Ask for copies of the textbook or similar information sources.
  - Look up the NESA syllabus online.
  - Students currently doing the course.
  - Careers Adviser for advice on careers, tertiary institution requirements, TAFE NSW courses and VET courses.
  - Head Teacher Administration regarding curriculum requirements and subject combinations.
  - University Entry Requirements produced by University Admissions Centre (UAC) at [www.uac.edu.au](http://www.uac.edu.au)





# How to make your Subject Selections

Year 10 students should consider these questions when selecting their Year 11 subjects:

**Step 1:** Do your strengths align with the recommended subjects?

**Step 2:** Do you like these subjects?

**Step 3:** If you wish to go to university, what subjects are recommended to study?

## IMPORTANT information before you choose your subjects:

Subject selection occurs in two stages and preferences can be changed as often as the student likes until each designated cut-off date:

1. First choice preferences to be submitted by **WEDNESDAY 26TH JULY 2023**
2. Final line selections to be submitted by **THURSDAY 10TH AUGUST 2023**

## Stage 1 – First choice preferences

You must study six (6) subjects in Year 11, as a minimum. In order for us to determine what subjects will run on each of the six lines, students will initially choose their subjects in **preference order**. This will determine what mix of subjects will run on each line, *as it is based on the student preferences*.

English will be the only compulsory subject.

Ensure that you choose your desired subjects in **preference order**, including a further three (3) reserve choices that you would be prepared to study. For example, if your favourite subject is Geography, then select that subject as your first choice.

## Stage 2 – Final line subject selection

At this stage the lines have been determined around student preferences (from Process 1). You now choose one subject on each of the six lines, with the first selection relating to English courses.

All students will use Edval to make their subject selections online. Students **MUST** use their DEC email address (firstname.surname@education.nsw.gov.au) to receive the invitation email with the link and a unique web-code.

## How to select subjects using Edval

**Step 1:** Go to <https://spring.edval.education/login> and enter the unique code. If you have not received your code, see Mrs Bell.

**Step 2:** Choose the level of English that you wish to study.

**Step 3:** Select the remaining subjects in order of **PREFERENCE** (this means the subject listed at the top is the one desired the most). You are also required to provide an additional three (3) back up courses that may interest you if other courses are not available. You will need to choose a minimum of 12 **main** units.

edval

Sign in to your account

Enter WebCode

Stay signed in for 30 days [Forgot WebCode?](#)

Sign in





**Note 1:** Extension students will need to choose either two x 1 unit subjects to gain 12 units in total or elect to study 13 or 14 units.

Year 11 electives 2019

Main Units	Subject	Units
English	English - Standard	2
Preference 2	Business Studies	2
Preference 3	Geography	2
Preference 4	Earth & Environmental Science	2
Preference 5	Biology	2
Preference 6	Drama	2
Preference 7	No selection	0
Preference 8	No selection	0
<b>Total</b>		<b>12</b>

Need at least 12 units

Reserve Units	Subject	Units
Reserve 1	PD/Health/PE	2
Reserve 2	Industrial Technology - Timber	2
Reserve 3	Visual Art	2
<b>Total</b>		<b>6</b>

Need 6 units

Notes

### Jindabyne Central School

#### Initial Year 11 Subject Selection

Please enter your main subject choices in preference order (minimum 12 units).

Enter THREE reserves, in preference order that you are prepared to undertake in case of a subject not being delivered.

Note 1: You can only choose one Category B subject to qualify for an ATAR.

Note 2: If you select a TAFE subject, you still need to choose an alternate school subject as a backup.

Note 3: Distance Education positions are limited and are only offered by merit application (see Mrs Wallis).

Note 4: Extension subjects are 1 unit.

Cancel Submit

**Note 2:** If you select a TAFE course, you also need to select an 'at school' alternative, in case the TAFE subject does not run.

**Step 4:** Once you have made your subject selections click '**Submit**'.

**Step 5:** This page MUST be signed by a parent/guardian and returned to Mrs Bell by placing it in the Subject Selection box outside the Head Teacher Administration office in H block.

Initial preferences are **due 26TH JULY 2023**.

Selections **cannot** be processed without a parent signature showing consent on this form.



Student name: Peter Pan (Test student Yr10)  
 Notes: Your choices are registered.  
 Submitted date: Wed 27 Jun 2018 11:13:04

**Main units**

Code	Subject	Units
11ENSTD	English - Standard	2
11BUS	Business Studies	2
11GEO	Geography	2
11EES	Earth & Environmental Science	2
11BIO	Biology	2
11DRA	Drama	2
<b>Total units: 12</b>		

**Reserve units**

Code	Subject	Units
11PDH	PD/Health/PE	2
11ITT	Industrial Technology - Timber	2
11VA	Visual Art	2
<b>Total units: 6</b>		

This page MUST be signed by a parent/guardian and returned to Mrs Wallis by placing it in the Year 11 Subject Selection box outside the HT Admin office in H block. Selections cannot be processed without a parent signature showing consent on this form.

Return to school by **FRIDAY 3 AUGUST 2018**.

If you selected DISTANCE EDUCATION, please state the subject you would like to study: \_\_\_\_\_

If you selected TAFE, please state a "school" subject you would take in case the course does not run: \_\_\_\_\_

Parent / Carer Signature: \_\_\_\_\_

Exit Print Send email





**Please Note:**

The electives listed in this booklet are those that our school is able to offer to students due to staff expertise, interest and facilities. It may not be possible for all of these electives to run in 2024.

Student choice will drive the final elective offerings. Only those electives with sufficient student numbers will be presented on the elective lines for final decision-making. The Principal reserves the right to make the final decision about which electives will be offered in 2024.

**Step 6: Final Line selection:** Once Elective Lines have been determined, students will be required to *finalise* your line preferences by entering your *subject preferences for each line* via Edval. Final line preferences can be changed as often as the student likes **until THURSDAY 10 AUGUST.**

Again, this page **MUST** be signed by a parent/guardian and returned to Mrs Bell by placing it in the Year 11 Subject Selection box outside the Head Teacher Administration office in H block.

Selections **cannot** be processed without a parent signature showing consent on this form.

### Important Dates

**Initial Subject Choices**

Wednesday 26th July 2023

**Final Subject Selection**

Thursday 10th August 2023

## Changing Subjects

Once the above timeline is complete, students will still be able to make changes to their subject selections, during weeks 1-4 of 2024. **NO changes can be made after Week 4 Term 1 2024,** unless there are extenuating circumstances. This means that it is important to choose carefully and talk through your subject choices with your teachers.

Make sure that you are aware of the requirements of the subject and whether you will find it suitable for your needs and interests.





## Summary Table of School Delivered Courses

ENGLISH	MATHS	SCIENCE	HSIE	TAS	CAPA	PDHPE	LOTE
English Standard 2 units	Mathematics Standard 2 units <b>Yr 11 only</b>	Biology 2 units	Ancient History 2 units	Agriculture 2 units	Drama 2 units	PDPHE 2 units	Japanese Beginners 2 units
English Advanced 2 units	Mathematics Standard 2 2 units <b>Yr 12 only</b>	Chemistry 2 units	Modern History 2 units	Food Technology 2 units	Music 2 units	Community and Family Studies 2 units	Japanese Continuers 2 units
English studies <sup>#1</sup> 2 units <b>NON ATAR</b>	Mathematics Standard 1 <sup>#2</sup> 2 units <b>Yr 12 only</b> <b>NON ATAR<sup>#2</sup></b>	Investigating Science 2 units	History Extension 1 unit <b>Year 12</b>	Industrial Technology - Timber 2 units	Visual Arts 2 units	Cert III Sports Coaching 2 units <b>NON ATAR</b>	
English Extension 1 1 unit	Mathematics (Advanced) 2 units	Physics 2 units	Business Studies 2 units		Cert III Live Production & Services 2 units		
English Extension 2 1 unit <b>Year 12</b>	Mathematics Extension 1 1 unit		Geography 2 units		Visual Design 2 units <b>NON ATAR</b>		
	Mathematics Extension 2 1 unit <b>Year 12</b>		Society & Culture 2 units				
	Numeracy 2 units <b>NON ATAR</b>						

### <sup>#1</sup>Extra information regarding English Studies:

Students studying English Studies cannot count this course to calculate an ATAR, **unless** you complete the optional examination.

### <sup>#2</sup>Extra information regarding Mathematics Standard 1 (Year 12 only):

Students studying the Mathematics Standard 1 course *may elect to undertake an optional HSC examination*. To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination.





## Summary Table of Content Endorsed Courses

Course	Delivery	Units	ATAR
Sports Coaching	SCHOOL	2 units	NO
Numeracy	SCHOOL	2 units	NO
Visual Design	SCHOOL	2 units	NO

## Summary Table of common Distance Education Courses

Course	Provider	Units	ATAR
Aboriginal Studies	Finigan	2 units	YES
Dance	Finigan	2 units	YES
Economics	Finigan	2 units	YES
Languages (other than Japanese)	Finigan	2 units	YES
Legal Studies	Finigan	2 units	YES
Photography and Digital Imaging	Finigan	2 units	NO

**Note:** There are only 9 placements available for Distance Education. Fees will apply each year. Applications are based on merit and only granted to those who are capable of working independently.

For more information regarding fees and other Distance Education courses visit [Finigan](#) or [Dubbo](#) single course provision information.







## Summary Table of HSC Subjects

	Year 11 and Year 12 Courses (alphabetical)	Units	Available		ATAR Category
			11	12	
<b>BOARD DEVELOPED COURSES</b>	Agriculture	2	✓	✓	✓
	Ancient History	2	✓	✓	✓
	Biology	2	✓	✓	✓
	Business Studies	2	✓	✓	✓
	Chemistry	2	✓	✓	✓
	Community and Family Studies	2	✓	✓	✓
	Drama	2	✓	✓	✓
	English – Advanced	2	✓	✓	✓
	English – Standard	2	✓	✓	✓
	English – Extension 1 <sup>1</sup>	1	✓	✓	✓
	English – Extension 2	1		✓	✓
	English – Studies	2	✓	✓	✓
	Food Technology	2	✓	✓	✓
	Geography	2	✓	✓	✓
	History Extension <sup>2</sup>	1		✓	✓
	Industrial Technologies – Timber	2	✓	✓	✓
	Investigating Science	2	✓	✓	✓
	Japanese Continuers	2	✓	✓	✓
	Mathematics	2	✓	✓	✓
	Mathematics Standard (common course in Year 11)	2	✓		✓
	Mathematics Standard 2	2		✓	✓
	Mathematics Standard 1	2		✓	✓
	Mathematics Extension 1	1	✓	✓	✓
	Mathematics Extension 2 <sup>3</sup>	1		✓	✓
	Modern History	2	✓	✓	✓
	Music 1	2	✓	✓	✓
	PD/Health/PE	2	✓	✓	✓
	Physics	2	✓	✓	✓
	Society and Culture	2	✓	✓	✓
	Visual Arts	2	✓	✓	✓
<b>VET</b>	Refer to the TAFE subject list on Page 59 - 62 <sup>4</sup>	2	✓	✓	<b>TBC</b>
	Live Production and Services (Cert III)	2	✓	✓	✓
<b>BEC</b>	Sports Coaching (Cert III)	2	✓	✓	<b>X</b>
	Numeracy	2	✓	✓	<b>x</b>
	Visual Design	2	✓	✓	<b>x</b>

<sup>1</sup> English Extension 2 is available only in Year 12. Extension 1 is a prerequisite for Extension 2.

<sup>2</sup> History Extension is available only in Year 12. A history elective is a prerequisite for Extension.

<sup>3</sup> Mathematics Extension 2 is available only in Year 12. Extension 1 is a prerequisite for Extension 2.

<sup>4</sup> Where VET courses are studied for the HSC, only 2 units of category B may be counted towards ATAR. Course availability is subject to change.

<sup>5</sup> The list does not include Distance Education subjects on offer by external providers.





# Details of Courses

## Board Developed Courses

These are courses for which the Board of Studies develops a syllabus, setting out the aims, objectives, outcomes, structure and content.

To be eligible for the HSC, students must select at least 6 units from Board Developed Courses, including 2 units of English.

Board Developed Courses are all delivered at school.

Most Board Developed HSC Courses contribute to the calculation of the ATAR.

- The course descriptions that follow are intended as a guide to help you select your subjects.
- Classes can only be formed where sufficient students select the particular course.
- The listing of a course here is not a commitment to run the course in a particular year.





# Information about Stage 6 English:

Compulsory Subject: English

English is the only compulsory HSC subject. Choices include:

- English Advanced (with options to undertake extension study)
  - Year 11 Extension 1
  - Year 12 Extension 1 and Year 12 Extension 2
- English Standard
- English Studies

## Which English Course is right for me?

English is **compulsory** for the HSC.

If you elect to receive an ATAR, your English result will be counted, regardless of your marks. It is important to understand that there is no easy option in English courses. All courses require regular homework and independent research.

Additionally, though you can include English Studies in your 6 units of Board Developed Courses, you cannot count it as the 2 units of English that UAC uses to calculate an ATAR **unless** you complete the optional examination.

**Note:** Students must select English Advanced to study English Extension 1, and must study English Extension 1 in order to enrol in English Extension 2.

Across Stage 6 the selection of texts will give students experience of the following:

- 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 types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate





Consider how you would answer the following:

**Should I do ENGLISH STANDARD?**

- I have performed satisfactorily in Year 10 English
- I am planning to go to university OR I am quite likely to go to university, I'm not sure
- I am not that keen on Shakespeare, I prefer more modern texts
- I need assistance in developing my extended writing
- I know that speaking tasks are compulsory in senior English
- I am prepared for homework and independent study

**Should I do ENGLISH ADVANCED?**

- I love English
- I am absolutely, definitely, aiming to go to university straight from school
- My Year 10 English teacher believes that I can cope with the demands of this course
- Shakespeare is compulsory, and I am comfortable with that
- I am a skilled writer who is willing to devote time to develop this skill further
- I am a confident speaker who enjoys the challenge of public speaking
- I like to think critically and express my individual ideas
- I am a keen reader, read widely across genres, and enjoy the classics
- I am motivated and organised and understand I am going to have to complete homework and independent research regularly
- I might like to do Extension 1 and/or Extension 2

**Should I do ENGLISH EXTENSION 1?**

- I have selected Advanced English
- I have a passion for English and literature
- I am a skilled writer who is keen to continue to develop in this area
- I am a skilled public speaker
- I am self-motivated and have well developed organisational skills
- I am prepared to work independently and am a keen reader of a variety of texts
- I might like to select Extension 2 English in Year 12
- I am interested in tertiary studies in literature or the humanities
- I understand there is a requirement for extensive critical reading and independent investigation

**Should I do ENGLISH STUDIES?**

- I would not put English in my top three subjects
- I would prefer to devote my time and effort more to other subjects and complete an English course with reasonable expectations on my time
- I understand that Jindabyne High School does not recommend English Studies as a pathway to receiving an ATAR
- I understand that English Studies is NOT an easy course or a class for low ability students
- I have vocational aspirations – I know what I want to do when I leave school and it does not involve going to university or gaining an ATAR





<b>English - Advanced</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil		
<b>Cost:</b> Nil	<b>Major Project:</b> No		
<p><b>Course Description:</b>                      The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.</p> <p>Across Stage 6 the selection of texts will give students experience of the following:</p> <ul style="list-style-type: none"> <li>• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li> <li>• a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts</li> <li>• integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate</li> </ul>			
<p><b>Main Topics Covered:</b>                      The Year 11 course covers:</p> <ul style="list-style-type: none"> <li>• Common Module – Reading to Write (A transition to Senior English) (40 hours)</li> <li>• Module A: Narratives That Shape Our World (40 hours)</li> <li>• Module B: Critical Study of Literature (40 hours)</li> </ul> <p>The Year 12 course covers:</p> <ul style="list-style-type: none"> <li>• Common Module -Texts and Human Experiences (30 hours)</li> <li>• Module A -Textual Conversations (30 hours)</li> <li>• Module B - Critical Study of Literature (30 hours)</li> <li>• Module C - The Craft of Writing (30 hours)</li> </ul>			
<p><b>Course Requirements:</b>                      No specific requirements.</p>			
<p><b>External Assessment:</b>                      Two written examinations: Exam One is an hour and a half and Exam Two is two hours</p>			

**Pathway Options:**

It will prepare students for university courses that have a strong English focus including: Journalism, Law, Literature Studies, Advertising, Media Studies and Teaching.





<b>English – Extension 1</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		1	✓
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Must be concurrently enrolled in English Advanced.		
<b>Cost:</b> Nil	<b>Major Project:</b> No		
<p><b>Course Description:</b> The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.</p> <p>Across Stage 6 the selection of texts will give students experience of the following:</p> <ul style="list-style-type: none"> <li>• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li> <li>• a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts</li> <li>• integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate</li> </ul>			
<p><b>Main Topics Covered:</b> The Year 11 course covers:</p> <ul style="list-style-type: none"> <li>• Module: Texts, Culture and Value (40 hours)</li> <li>• Related research project (20 hours)</li> </ul> <p>The Year 12 course covers:</p> <ul style="list-style-type: none"> <li>• Common module: Literary Worlds with ONE elective option (60 hours)</li> </ul>			
<p><b>Course Requirements:</b> No specific requirements.</p>			
<p><b>External Assessment:</b> A two hour written examination.</p>			

**Pathway Options:**

It will prepare students for university courses that have a strong English focus including: Journalism, Literature Studies, Communications and Advertising.





<b>English - Standard</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil		
<b>Cost:</b> Nil	<b>Major Project:</b> No		
<b>Course Description:</b> The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. 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.  This course is suitable for students who want to achieve an ATAR and attend university. It will assist them with the reading and writing demands of a wide variety of courses and subjects.			
<b>Main Topics Covered:</b> The Year 11 course covers: <ul style="list-style-type: none"><li>• Common Module: Reading to Write (40 hours)</li><li>• Module A: Contemporary Possibilities (40 hours)</li><li>• Module B: Close Study of Literature (40 hours)</li></ul> The Year 12 course covers: <ul style="list-style-type: none"><li>• Common Module: Texts and Human Experiences (30 hours)</li><li>• Module A: Language, Identity and Culture (30 hours)</li><li>• Module B: Close Study of Literature (30 hours)</li><li>• Module C: The Craft of Writing (30 hours)</li></ul>			
<b>Course Requirements:</b> No specific requirements.			
<b>External Assessment:</b> Two written examinations: Exam One is an hour and a half and Exam Two is two hours			

**Pathway Options:**

It will prepare students for a wide variety of university courses. It is best suited to students who aim to pursue further tertiary studies that do not require a strong English focus.





<b>English - Studies</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil		
<b>Cost:</b> Nil	<b>Major Project:</b> No		
<b>Course Description:</b> English Studies is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a variety of texts. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational worlds.  This course is available to those students who are unsure about whether they wish to receive an ATAR. The course is recommended for students who have achieved a limited result in class and assessment tasks in Year 10.			
<b>Main Topics Covered:</b> The English Studies course offers a comprehensive and relevant language experience and an experience of literature. It aims to increase the opportunities available to students in their personal, social and vocational lives.  The course is comprised of a mandatory module and a series of additional modules. <ul style="list-style-type: none"><li>• Texts and Human Experiences is a mandatory common module in Year 12</li><li>• Additional modules are selected from the Elective Modules based on students' needs, interests, abilities and choices of other Year 12 courses, career aspirations and personal circumstances.</li></ul>			
<b>Course Requirements:</b> No specific requirements.			
<b>External Assessment:</b> Jindabyne High School recommends that students studying English Studies do not intend to undertake the HSC Optional exam. Therefore, students who take English Studies should not require eligibility for an ATAR			

### **Pathway Options:**

Students considering enrolment in the English Studies course are advised to seek careers advice regarding implications for post school training and development opportunities, including university entrance.







<b>Agriculture</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil		
<b>Cost:</b> \$50 per year. There may be extra costs for excursions and field trips.	<b>Major Project:</b> No		
<b>Course Description:</b> This course is designed to develop students' knowledge and understanding about the production and marketing of both animal and plant products. Students will engage in and reflect upon practical experiences relevant to all aspects of the physical, chemical, biological, economic and social sciences embodied in Agriculture. Much of this experience will be of a practical nature, with some occurring in the lab, some small plot work and some on commercial farms or other components of the industry. Students will use these practical experiences to develop design, practical, management, observation, recording, interpretation and communication skills.			
<b>Main Topics Covered:</b> The Year 11 course is structured for students to investigate the interactions between the components of Agricultural production, marketing and management, while giving consideration to the issues of sustainability of farming systems. <ul style="list-style-type: none"> <li>• General Overview - Agricultural systems, agricultural history, social aspects surrounding agriculture</li> <li>• Farm Case study - Farm management and production, marketing, farm technology, the agricultural workplace</li> <li>• Plant and Animal Production - Plants/Animals and their commercial production, resource interaction, microbes and pest, technology and experimental design</li> </ul> <p>The Year 12 course builds directly upon the Year 11 course and examines the complexity and scientific principles of agricultural production and places a greater emphasis on farm management to maximise sustainability and production. The elective components focus on innovations, issues and challenges facing Australian Agriculturalists.</p> <ul style="list-style-type: none"> <li>• Plant and Animal Production - Soil and water, sustainable resource management, production systems, animal nutrition and welfare, research in plant/animal systems</li> <li>• Farm product study - The farm as a business, decision-making processes and management strategies, agricultural technologies, marketing of a specific farm product.</li> <li>• And ONE of the following: <ul style="list-style-type: none"> <li>○ Agri-food, fibre and fuel technologies</li> <li>○ Climate challenge</li> <li>○ Farming for the 21st Century</li> </ul> </li> </ul>			
<b>Course Requirements:</b> Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time. <b>All students are required to wear enclosed leather shoes for all lessons.</b>			
<b>External Assessment:</b> A three hour written examination.			

**Pathway Options:**

The study of Agriculture provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university (Agriculture, Environmental Science and Veterinary Science) and other tertiary institutions. In addition, it assists students to prepare for employment in the field of Agriculture.





<b>Ancient History</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Nil		<b>Exclusions:</b> Nil	
<b>Cost:</b> Nil		<b>Major Project:</b> No	
<b>Course Description:</b> Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.			
<b>Main Topics Covered:</b> The Year 11 course covers: <ul style="list-style-type: none"> <li>• <b>Part I - Investigating Ancient History</b> This includes the Nature of Ancient History and two Case Studies. E.g.: Egypt and Asia, Greece and the Near East, Rome and the Americas or Celtic Europe and Australia.</li> <li>• <b>Part II - Features of Ancient Societies</b> Studies are concerned with seeking explanations to the 'how' and 'why' questions of history: how people lived in the past, why they may have lived that way, and how and why their life circumstances changed.</li> <li>• <b>Part III - Historical Investigation</b> The investigation will extend a particular area of individual student or group interest.</li> </ul> <p>The Year 12 course requires study from at least TWO of the following areas: Egypt, Near East, China, Greece, Rome.</p> <ul style="list-style-type: none"> <li>• <b>Section 1:</b> Core Study: Cities of Vesuvius – Pompeii and Herculaneum.</li> <li>• <b>Section 2:</b> ONE 'Ancient Societies' topic. E.g. Society in Israel from Solomon to the fall of Samaria or Sparta to the Battle of Leuctra 371 BC.</li> <li>• <b>Section 3:</b> ONE 'Personalities in their Times' topic. E.g. Egypt/Hatshepsut, Greece/Pericles, Rome/ Julius Caesar.</li> <li>• <b>Section 4:</b> ONE 'Historical Periods' topic. E.g. New Kingdom Egypt or The Greek World 500–440 BC.</li> </ul>			
<b>Course Requirements:</b> No specific requirements.			
<b>External Assessment:</b> A three hour written examination.			

**Pathway Options:**

Skills developed in the study of Ancient History are useful in a range of courses studied at university and TAFE NSW, as well as in the workforce and everyday life. They are particularly applicable to law, teaching, travel and tourism, librarianship, archaeology, museum curator or conservationist, communications, TV and journalism. Students develop capacity to manage their own learning and to become flexible, independent thinkers, problem-solvers and decision-makers who apply knowledge, skills, understanding, values and attitudes in the places of study and work.





<b>Biology</b>		<b>UNIT</b>	<b>ATAR</b>		
Board Developed Course		2	✓		
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Only 7 units of Science can be studied in Stage 6.				
<b>Cost:</b> students may be required to purchase additional materials for depth studies and long-term practical investigations. Approximately \$30 for Mandatory Field Trip	<b>Major Project:</b> No				
<p><b>Course Description:</b>                      The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>The Year 11 course develops the student's understanding of the structure and function of organisms. Students also study biodiversity and the effect of evolution.                      The Year 12 course builds upon the Year 11 course. Students develop knowledge and understanding of genetics and the effects of diseases.</p> <p>The Stage 6 Syllabus dedicates 15 hours of time to Depth Studies per course. This study provides flexibility for the teacher to program time to investigate selected material at a deeper level. This may include a number of activities such as experimentation, fieldwork, researching, data analysis, report writing, portfolio creation, model building and problem solving.</p>					
<p><b>Main Topics Covered:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p><b>The Year 11 course covers:</b></p> <ul style="list-style-type: none"> <li>• Cells as the Basis of Life</li> <li>• Organisation of Living Things</li> <li>• Biological Diversity</li> <li>• Ecosystem Dynamics</li> </ul> </td> <td style="vertical-align: top;"> <p><b>The Year 12 course covers:</b></p> <ul style="list-style-type: none"> <li>• Heredity</li> <li>• Genetic Change</li> <li>• Infectious Disease</li> <li>• Non-Infections Disease and Disorders</li> </ul> </td> </tr> </table>				<p><b>The Year 11 course covers:</b></p> <ul style="list-style-type: none"> <li>• Cells as the Basis of Life</li> <li>• Organisation of Living Things</li> <li>• Biological Diversity</li> <li>• Ecosystem Dynamics</li> </ul>	<p><b>The Year 12 course covers:</b></p> <ul style="list-style-type: none"> <li>• Heredity</li> <li>• Genetic Change</li> <li>• Infectious Disease</li> <li>• Non-Infections Disease and Disorders</li> </ul>
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<p><b>Course Requirements:</b>                      Practical experiences are an important part of this course and will occupy a minimum of 35 hours across Year 11 and Year 12 course time. Students may also be required to attend excursions and conduct field work as part of this course.  <b>All students are required to wear enclosed leather shoes for all lessons.</b></p>					
<p><b>External Assessment:</b>                      A three hour written examination.</p>					

**Pathway Options:**

The skills and knowledge developed in Biology are useful for understanding your own body and the structure and function of living things, as well as being valuable in a range of courses studied at University. Students intending to study or follow careers in areas such as Health/Sport Sciences, Veterinary Science, Medicine, Nursing, Agriculture, Forestry or Environmental Science are strongly advised to study Biology should study this course.





<b>Business Studies</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Nil		<b>Exclusions:</b> Nil	
<b>Cost:</b> Nil		<b>Major Project:</b> No	
<p><b>Course Description:</b></p> <p>Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life. Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students develop research and independent learning skills in addition to analytical and problem solving competencies through their research projects.</p> <p>Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for students, either in tertiary study or in future employment. Course content is contextualised with a focus on current case studies: Why did the Dick Smith retail chain go into administration? What drives the growth of Amazon? How does Qantas maintain its market share in an increasingly competitive global tourism market?</p> <p>The literacy and analytical demands of this course are slightly less than other Humanities, however, the breadth of the course is considerable. It is well suited to students who will work hard in class, ask questions, and engage in regular revision to ensure they are up to date with coursework. Students who utilise the news to stay informed will have an advantage in this course.</p>			
<p><b>Main Topics Covered:</b></p> <p>In the Year 11 course, each student must investigate the operation of a small business and plan the establishment of a small business. In the Year 11 course, students study:</p> <ul style="list-style-type: none"> <li>• Nature of Business</li> <li>• Business Management</li> <li>• Business Planning</li> </ul> <p>The Year 12 course is based on a study of four compulsory topics with a focus on large businesses, many of which operate at a global scale. The Year 12 course covers:</p> <ul style="list-style-type: none"> <li>• Operations</li> <li>• Marketing</li> <li>• Finance</li> <li>• Human Resource</li> </ul>			
<p><b>Course Requirements:</b></p> <p>No specific requirements.</p>			
<p><b>External Assessment:</b></p> <p>A three hour written examination.</p>			

**Pathway Options:**

The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and TAFE, as well as in the workforce and everyday life. This subject will provide the basis for continuing the study of Business, Marketing, Commerce, Economics or Law at university. Further, students wishing to enter the business world directly or run their own business will find the Year 11 component very useful in the practice of business management, including the accounting and legal frameworks.





<b>Chemistry</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Only 7 Units of Science can be studied in Stage 6		
<b>Cost:</b> students may be required to purchase additional materials for depth studies and long-term practical investigations.	<b>Major Project:</b> No		
<b>Course Description:</b> <p>The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>NOTE: Students who choose Chemistry need to have a high understanding of Stage 5 Science and a substantial grounding in Mathematics - it is highly recommended that they be undertaking at least Advanced Mathematics in Year 11, due to the extensive mathematical component of the course.</p> <p>The Year 11 course develops knowledge and understanding of the fundamentals of chemistry. Students study the trends and driving forces in chemical interactions. The Year 12 course builds on the concepts developed in the Year 11 course expanding on areas such as the applications of Chemistry and equilibrium reactions.</p> <p>The new Stage 6 Syllabus dedicates 15 hours of time to Depth Studies per course. This study provides flexibility for the teacher to program time to investigate selected material at a deeper level. This may include a number of activities such as experimentation, researching, data analysis, report writing, portfolio creation, model building and problem solving.</p>			
<b>Main Topics Covered:</b>			
<b>Year 11 Course covers:</b>		<b>Year 12 Course covers:</b>	
<ul style="list-style-type: none"><li>• Properties and Structure of Matter</li><li>• Introduction to Quantitative Chemistry</li><li>• Reactive Chemistry</li><li>• Drivers of Reactions</li></ul>		<ul style="list-style-type: none"><li>• Equilibrium and Acid Reactions</li><li>• Acid/base Reactions</li><li>• Organic Chemistry</li><li>• Applying Chemical Ideas</li></ul>	
<b>Course Requirements:</b> <p>Practical experiences are an important part of this course and will occupy a minimum of 35 hours across Year 11 and Year 12 course time. Students may also be required to attend excursions and conduct field work as part of this course.</p> <p><b>All students are required to wear enclosed leather shoes for all lessons.</b></p>			
<b>External Assessment:</b> <p>A three hour written examination.</p>			

**Pathway Options:**

The skills and knowledge developed in Chemistry are useful for understanding the world around us in terms of atoms, molecules and chemical reactions. Chemistry is a highly recommended preparation for any science based university course. Students intending to study or follow careers in areas such as Medicine, Pharmacy, Engineering, Biochemistry, Biotechnology, Environmental Science, Food Science, Materials Science, Agriculture or any of the Health Sciences should study this course.





<b>Community and Family Studies</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Nil		<b>Exclusions:</b> Nil	
<b>Cost:</b> May be incurred for excursions		<b>Major Project:</b> Yes	
<b>Course Description:</b>			
<p>Community and Family Studies Stage 6 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.</p>			
<b>Main Topics Covered:</b>			
<b>Year 11 Course covers:</b>		<b>Year 12 Course covers:</b>	
<ul style="list-style-type: none"> <li>Resource Management (20%): Basic concepts of the resource-management process</li> <li>Individuals and Groups (40%): The individual's roles, relationships, and tasks within and between groups</li> <li>Families and Communities (40%): Family structures and functions, and the interaction between family and community</li> </ul>		<ul style="list-style-type: none"> <li>Research Methodology (25%): Research methodology and skills culminating in the production of an Independent Research Project</li> <li>Groups in Context (25%): The characteristics and needs of specific community groups</li> <li>Parenting and Caring (25%): Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society</li> </ul>	
<b>HSC modules</b>			
Select ONE of the following:			
<ul style="list-style-type: none"> <li>Family and Societal Interactions (25%): Government and Community structures that support and protect family members throughout their lifespan.</li> <li>Social Impact of Technology (25%): The impact of evolving technologies on individuals and lifestyle.</li> <li>Individuals and Work (25%): Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul>			
<b>Course Requirements:</b>			
No specific requirements			
<b>External Assessment:</b>			
A three-hour written examination			

**Pathway Options:**

The skills and knowledge developed in Community and Family Studies are useful for understanding family structures, roles and relationships, leadership, challenges in communities, identify the special needs of specific groups in the community and parenting. Community and Family Studies is highly recommended preparation for a university degrees or TAFE courses in Pre-school teaching, teaching, social work, nursing, youth work, counselling, and midwifery.





<b>Drama</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.		
<b>Cost:</b> May be incurred for practicals/excursions	<b>Major Project:</b> Yes		
<p><b>Course Description:</b> Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.</p> <p>This course will provide students with knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• Make and perform different styles of drama</li> <li>• Critically study drama and theatre in written form</li> <li>• Work both independently and with others in teams to plan and organise activities, solve problems, collect, analyse and organise information and communicate ideas and information</li> <li>• Develop creativity, project management skills and skills in group work.</li> </ul>			
<p><b>Main Topics Covered:</b> The Year 11 course covers:</p> <ul style="list-style-type: none"> <li>• Improvisation, Play building, Acting</li> <li>• Elements of Production in Performance</li> <li>• Theatrical Traditions and Performance Styles</li> </ul> <p>The Year 12 Course involves theoretical study through:</p> <ul style="list-style-type: none"> <li>• Practical workshops exploring theme, issues, styles and movement</li> <li>• Australian Drama and Theatre</li> <li>• Studies in Drama and Theatre</li> </ul>			
<p><b>Course Requirements:</b> The Group Performance (3 - 6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides an opportunity for each student to demonstrate his or her performance skills.</p> <p>The Individual Project where students demonstrate their expertise in a particular area. They choose one project from:</p> <ul style="list-style-type: none"> <li>• Critical Analysis</li> <li>• Design (costume design, set design, promotion and program, lighting design),</li> <li>• Performance</li> <li>• Script-writing</li> <li>• Video Drama</li> </ul>			
<p><b>External Assessment:</b> A one and a half hour written examination.</p>			

**Pathway Options:**

Students who wish to pursue a career in theatre or the entertainment industry, public relations and media communications education can gain relevant skills and experience through this course.





<b>Food Technology</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil		
<b>Cost:</b> \$100 per year	<b>Major Project:</b> No		
<p><b>Course Description:</b> Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation and the design, implementation and evaluation of solutions to food situations.</p> <p>It is mandatory that students undertake practical activities in this course.</p>			
<p><b>Main Topics Covered:</b> The Year 11 course covers:</p> <ul style="list-style-type: none"> <li>• Food Availability and Selection</li> <li>• Food Quality</li> <li>• Nutrition</li> </ul> <p>The Year 12 course covers:</p> <ul style="list-style-type: none"> <li>• The Australian Food Industry</li> <li>• Food Manufacture</li> <li>• Food Product Development</li> <li>• Contemporary Food Issues in Nutrition</li> </ul> <p>A fee applies to cover the cost of ingredients of experimentation. Students will also be required to supply their own ingredients for some practical activities during each year.</p>			
<p><b>Course Requirements:</b> <b>All students are required to wear enclosed leather shoes for all lessons.</b></p>			
<p><b>External Assessment:</b> A three hour written examination.</p>			

**Pathway Options:**

This course will provide students with the knowledge, skills and attitudes to contribute positively to pathways to employment or further education at TAFE NSW or university. The study of Food Technology will give students credit transfer in some certificate and diploma courses at TAFE NSW and other registered training authorities. Career options might include dietetics, food technology teaching, nutrition and nursing.







<b>Geography</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil		
<b>Cost:</b> Nil There may be extra costs for excursions and field trips.	<b>Major Project:</b> Yes (Yr 11 only)		
<b>Course Description:</b> The Year 11 course investigates biophysical and human geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.  The Year 12 course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment.			
<b>Main Topics Covered:</b> The Year 11 course covers: <ul style="list-style-type: none"> <li>• Earths Natural Systems: the diverse landscapes of Earth and its distinctive physical features</li> <li>• People, Patterns and Processes: the character of place and cultural change</li> <li>• Human – Environment Interactions: evidence for, and causes of, climate change and the role of humans in contributing to land cover change</li> </ul> The Year 12 course covers: <ul style="list-style-type: none"> <li>• Ecosystems and global biodiversity: the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity</li> <li>• Rural and Urban Places: a study of urban growth influencing rural and urban places</li> <li>• Global Sustainability: a study of the principles of, and actions for, sustainability</li> </ul>			
<b>Course Requirements:</b> Students complete a Geographical Investigation in the Year 11 course and must undertake 12 hours of fieldwork in both the Year 11 and Year 12 courses. Fieldwork reports make up a considerable part of the assessment in both years and attendance and completion of fieldwork are essential, as well as fun.			
<b>External Assessment:</b> A three hour written examination.			

**Pathway Options:**

Geography gives students a broad range of skills to interpret the world around them. All careers, including law, tourism and business will benefit from the study of Geography. The managers of the future must think globally and act locally. Geography gives them a head start. This subject will also provide the basis for employment in areas such as Waste and Water Management, Town Planning and working with National Parks and Wildlife Service.





<b>History Extension (Year 12 only)</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		1	✓
<b>Prerequisites:</b> 1) Year 11 Ancient or Modern History is a prerequisite for entry and 2) Year 12 Ancient or Modern History is a co-requisite.	<b>Exclusions:</b> Nil		
<b>Cost:</b> Nil	<b>Major Project:</b> Yes		
<p><b>Course Description:</b> The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how an historian's context, methodology and purpose shape their interpretation of a person, group, event or issue.</p>			
<p><b>Main Topics Covered:</b>  <b>Part 1: Constructing History – Key Questions</b>            Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions:</p> <ul style="list-style-type: none"> <li>• Who are historians?</li> <li>• What are the purposes of history?</li> <li>• How has history been constructed, recorded and presented over time?</li> <li>• Why have approaches to history changed over time?</li> </ul> <p><b>Part 2: Constructing History – Case Studies</b>            Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to the identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context.</p> <p><b>Part 3: History Project – Major Project</b>            Students apply their understanding and skills of historical inquiry by designing and conducting their own individual investigative project, focusing on an area of changing historical interpretation.</p>			
<p><b>Course Requirements:</b>            A major project consisting of a process log, a 2500 word essay, plus synopsis and annotated referencing is required. The project is certified by the student, Teacher and Principal to state the project is considered an original piece of work.</p>			
<p><b>External Assessment:</b>            A two hour written examination.</p>			

**Pathway Options:**

The History Extension course offers a higher level of challenge than the Ancient History and Modern History courses. It is designed to enhance the development of critical and reflective thinking skills essential for effective participation in work, higher learning and the broader community. It fosters the ability to approach complex tasks flexibly, analyse and synthesise information from a range of sources and situations, explore a range of perspectives, develop considered responses and reflect on the methodologies with which they engage. These experiences are of particular value to those students intending to undertake tertiary study, by providing an introduction to the issues of how a discipline is structured and practised. The History Extension course lays a foundation for such tertiary study by raising awareness of these issues and facilitating the transfer of higher-order thinking skills from one area of study to another.





<b>Industrial Technology – Timber Products</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses		
<b>Cost:</b> \$100 per year. Major work covered by student	<b>Major Project:</b> Yes		
<p><b>Course Description:</b> This subject consists of practical project work and industry study that develop a broad range of skills and knowledge related to the timber products and furniture industries, together with an introduction to industry processes and practices.</p> <p>The content of the course will be covered through industry visits, practical projects, developed computer skills, and associated theory. Students will also learn to develop a management folio along with an understanding of current WH&amp;S principles.</p> <p>A major emphasis of this course is an understanding of and use of technology associated with the timber products and furniture industries together with project management.</p>			
<p><b>Main Topics Covered:</b> The Year 11 course covers:</p> <ul style="list-style-type: none"> <li>• Industry study</li> <li>• Design</li> <li>• Management and communication</li> <li>• Production</li> <li>• Industry related manufacturing technology</li> </ul> <p>The Year 12 course covers the development of a Major project and study of:</p> <ul style="list-style-type: none"> <li>• Industry Study</li> <li>• Design, Management and communication</li> <li>• Production</li> <li>• Industry related manufacturing technology</li> </ul>			
<p><b>Course Requirements:</b> In the Year 11 course, students must design, develop and construct a project in which they can develop and practice skills for their HSC Major work. This project must include a folio documenting their research and the design processes they have undertaken. Students will also undertake an industry study relating to an individual business within the industry. In the Year 12 course, students must design, develop and construct a major project including a management folio. They will undertake a research task related to the focus area.</p> <p><b>All students are required to wear enclosed leather shoes for all lessons.</b></p>			
<p><b>External Assessment:</b> A one and a half hour written examination.</p>			

**Pathway Options:**

Having successfully studied this course, students will have developed skills in:

- The use of a wide variety of hand and power tools
- Using selected wood-based machinery
- Incorporating new technologies into projects
- Designing and managing a project to completion
- Communicating concept and planning ideas





<b>Investigating Science</b>		<b>UNIT</b>	<b>ATAR</b>		
Board Developed Course		2	✓		
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Only 7 units of science can be studied in Stage 6				
<b>Cost:</b> students may be required to purchase additional materials for depth studies and long-term practical investigations. Approximately \$30 for Mandatory field trip.	<b>Major Project:</b> No				
<p><b>Course Description:</b></p> <p>The Investigating Science Stage 6 Syllabus is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. It develops the capacity of students to be successful scientists. The course promotes active inquiry and explores key concepts, models and phenomena. It is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.</p> <p>NOTE: whilst this course is a stand alone course, the Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, and their impacts on science and society. It is recommended that students studying Chemistry and Physics consider also studying this course.</p> <p>The Year 11 course develops a student's understanding of the nature and practice of science with regards to observing and interpreting data, explaining cause and effect relationships and using models to explain phenomena.</p> <p>The Year 12 course develops a students ability to think critically and problem solve. Students develop their skills in conducting investigations, interpreting results and using their knowledge to critically question the science presented in mass media.</p> <p>The Stage 6 Syllabus dedicates 30 hours of time to Depth Studies per course. This study provides flexibility for the teacher to program time to investigate selected material at a deeper level. This may include a number of activities such as experimentation, researching, data analysis, report writing, portfolio creation, model building and problem solving.</p>					
<p><b>Main Topics Covered:</b></p> <table border="0"> <tr> <td> <p><b>The Year 11 course covers:</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect: Observing</li> <li>• Cause and Effect: Inferences &amp; Generalisations</li> <li>• Scientific Models</li> <li>• Theories and Laws</li> </ul> </td> <td> <p><b>The Year 12 course covers:</b></p> <ul style="list-style-type: none"> <li>• Scientific Investigation</li> <li>• Technology</li> <li>• Fact or Fallacy?</li> <li>• Science and Society</li> </ul> </td> </tr> </table>				<p><b>The Year 11 course covers:</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect: Observing</li> <li>• Cause and Effect: Inferences &amp; Generalisations</li> <li>• Scientific Models</li> <li>• Theories and Laws</li> </ul>	<p><b>The Year 12 course covers:</b></p> <ul style="list-style-type: none"> <li>• Scientific Investigation</li> <li>• Technology</li> <li>• Fact or Fallacy?</li> <li>• Science and Society</li> </ul>
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<p><b>Course Requirements:</b></p> <p>Practical experiences are an important part of this course and will occupy a minimum of 35 hours across Year 11 and Year 12 course time. Students may also be required to attend excursions and conduct field work as part of this course.</p> <p><b>All students are required to wear enclosed leather shoes for all lessons.</b></p>					
<p><b>External Assessment:</b></p> <p>A three hour written examination.</p>					

**Pathway Options:**

The skills and knowledge developed in Investigating Science are useful for a variety of careers and post-school pathways, including studying science at University. This course is valuable for students wishing to study or follow careers in areas such as Primary/Secondary Teaching, Medicine, Engineering, Materials Science, Conservation or any Health/Science related career.





<b>Japanese – Continuers</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Stage 5 Japanese or equivalent knowledge is assumed.	<b>Exclusions:</b> Japanese Beginners		
<b>Cost:</b> Course Workbook \$34.95	<b>Major Project:</b> HSC Orals		
<b>Course Description:</b> The Year 11 and Year 12 courses focus on themes and associated topics. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts. The themes are: the individual, the Japanese-speaking communities, and the changing world. Students' language skills are developed through tasks such as: conversation; responding to an aural stimulus; responding to a variety of written material; writing for a variety of purposes; and studying Japanese culture through texts.			
<b>Main Topics Covered:</b> In the Year 11 course, students will consolidate and develop their knowledge and understanding of Japanese through the themes suggested in the syllabus by integrated use of the four skills: listening, speaking, reading and writing.  In the Year 12 course, students will continue to develop their knowledge and understanding of Japanese through the four skills. Study may cover new topics or more detailed treatment of topics previously studied.  The main topics covered are: Meeting People; Family and Friends; Home Life; Education; Around Town; Travel; Future; and current issues.			
<b>Course Requirements:</b> No specific requirements.			
<b>External Assessment:</b> Two hour and fifty minute written examination.			

**Note:** The **1 Unit Year 12 Japanese Extension** course is available via Distance Education in Year 12 for students who have completed Year 11 Japanese Continuers, and are currently studying Year 12 Japanese Continuers. The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Japanese language and culture will be enhanced through accessing a variety of texts, some of which are prescribed, related to the theme and issues. Students will extend their ability to use and appreciate Japanese as a medium for communication and creative thought and expression.

The theme in the Extension course is the individual and contemporary society. The prescribed issues are: Impact of Technology; Group Versus the Individual; Overcoming Personal Difficulties.





## Information about Stage 6 Mathematics

There are **three** NESA Developed Mathematics courses for study in Year 11 (in increasing order of difficulty):

- Year 11 Mathematics Standard
- Year 11 Mathematics Advanced
- Year 11 Mathematics Extension 1

There are **five** NESA Developed Courses for study in Year 12 (in increasing order of difficulty):

- Year 12 Mathematics Standard 1
- Year 12 Mathematics Standard 2
- Year 12 Mathematics Advanced
- Year 12 Mathematics Extension 1
- Year 12 Mathematics Extension 2

Students who study the Year 11 course Mathematics Standard will choose a Mathematics Standard pathway in Year 12:

- Year 12 Mathematics Standard 2 course **or**
- Year 12 Mathematics Standard 1 course

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 2 pathway.

- The Year 11 Mathematics Standard/ **Year 12 Mathematics Standard 1 pathway** provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.
- The Year 11 Mathematics Standard/**Year 12 Mathematics Standard 2 pathway** provides students with the opportunity to develop an understanding of and competence in further aspects of Mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.

Note: Year 12 Mathematics Standard 1 has an optional HSC examination for students wishing to contribute marks towards an ATAR.

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

**Mathematics Advanced** consists of the courses Year 11 Mathematics Advanced and Year 12 Mathematics Advanced.

Students studying one or both **Extension** courses study Year 11 Mathematics Extension 1 before undertaking the study of Year 12 Mathematics Extension 1. Students who excel in the Year 11 Extension 1 course may also undertake Year 12 Mathematics Extension 2.





<b>Mathematics - Advanced</b>		<b>UNIT</b>	<b>ATAR</b>		
Board Developed Course		2	✓		
<p><b>Prerequisites:</b> Assumption that students 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 5.2. Recommended that they also experience the topics Real Numbers, Algebraic Techniques and Coordinate Geometry, as well as at least some of Trigonometry from Stage 5.3, if not all of the content.</p>		<p><b>Exclusions:</b> Mathematics Standard</p>			
<b>Cost:</b> Nil		<b>Major Project:</b> No			
<p><b>Course Description:</b> The course is intended to give these students an understanding of and competence in further aspects of mathematics which are applicable to the real world.</p> <p>It is an algebra and calculus based course. The course has general educational merit and is also useful for concurrent studies in science and commerce. It is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce.</p>					
<p><b>Main Topics Covered:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>The Year 11 course covers:</b></p> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric functions</li> <li>• Calculus</li> <li>• Exponential &amp; Logarithmic functions</li> <li>• Statistical analysis</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>The Year 12 course covers:</b></p> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric functions</li> <li>• Calculus</li> <li>• Financial mathematics</li> <li>• Statistical analysis</li> </ul> </td> </tr> </table>				<p><b>The Year 11 course covers:</b></p> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric functions</li> <li>• Calculus</li> <li>• Exponential &amp; Logarithmic functions</li> <li>• Statistical analysis</li> </ul>	<p><b>The Year 12 course covers:</b></p> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric functions</li> <li>• Calculus</li> <li>• Financial mathematics</li> <li>• Statistical analysis</li> </ul>
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<p><b>Course Requirements:</b> The recommended minimum requirement is 80% (high level of achievement) at Year 10 5.3. Students who study in this course are expected to have strong algebraic skills. Students need to ask themselves the following questions:</p> <ul style="list-style-type: none"> <li>• Am I passionate about Mathematics and put a lot of effort into my studies?</li> <li>• Do I achieve at a high level in Mathematics?</li> <li>• Do I need Mathematics for tertiary studies or the occupation I am heading towards?</li> </ul>					
<p><b>External Assessment:</b> A three hour written examination.</p>					

**Pathway Options:**

Courses or careers relating to Science, Life Sciences, Engineering, Economics, Commerce and Computing. Some universities have changed conditions of enrolment to include Mathematics Advanced as a prerequisite for some courses. Please check the UAC guide for more detailed information.





<b>Mathematics – Extension 1</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		1	✓
<b>Prerequisites:</b> Students must also study Mathematics Advanced. Recommended that they also experience the topics Polynomials, Logarithms, Functions and other Graphs, and Circle Geometry from Stage 5.3.	<b>Exclusions:</b> Mathematics Standard		
<b>Cost:</b> Nil	<b>Major Project:</b> No		
<b>Course Description:</b> This course is for students with a high mathematical competence and a willingness to be diligent in home study. It is for those who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of Mathematics, including many which are applicable to the real world. This course is a recommended minimum basis for further studies in mathematics at tertiary level.			
<b>Main Topics Covered:</b>			
<b>The Year 11 course covers:</b>		<b>The Year 12 course covers:</b>	
<ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric functions</li> <li>• Calculus</li> <li>• Combinatorics</li> </ul>		<ul style="list-style-type: none"> <li>• Proof</li> <li>• Vectors</li> <li>• Calculus</li> <li>• Statistical Analysis</li> </ul>	
<b>Course Requirements:</b> No specific requirements.			
<b>External Assessment:</b> A two hour written examination.			

**Employment / University Opportunities:**

This course is aimed at students who require substantial mathematics at a tertiary level (physical and engineering sciences, computing). It is recommended as a minimum basis for further studies in mathematics as a major discipline at university and for the study of mathematics in support of the physical and engineering sciences. Students wishing to undertake tertiary studies should check recommendations for specific courses.

**Note: Students will only be permitted to study Mathematics Extension with the approval and recommendation of the Head Teacher of Mathematics.**

**Mathematics Extension 2 (Year 12 students only)**

May be undertaken following completion of the Year 11 Mathematics and Year 11 Mathematics Extension 1 courses. Students may study the Mathematics Extension 2 course concurrently with, or following completion of, the Year 12 Mathematics Extension 1 course.

**Course Description:**

The course offers opportunities to develop strong mathematical manipulative skills and a deep understanding of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. It provides an appropriate mathematical background for students whose future pathways will be founded in mathematics in such areas as science, engineering, finance and economics. **Note: The Deputy and Head Teacher of Mathematics will interview the student to determine their suitability to this course.**







Mathematics – Standard (Year 11)		UNIT	ATAR
Board Developed Course		2	✓ with exam
<b>Prerequisites:</b> see below		<b>Exclusions:</b> Mathematics - Advanced	
<b>Cost:</b> Nil		<b>Major Project:</b> No	
<p><b>Course Description:</b>            The Mathematics Standard Year 11 course is a <i>common course</i> for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either:</p> <ul style="list-style-type: none"> <li>• the Mathematics Standard 1 Year 12 course or</li> <li>• the Mathematics Standard 2 Year 12 course.</li> </ul> <p>The courses focus on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide opportunities to develop an understanding of further aspects of mathematics through a large variety of real-world applications.</p>			
<p><b>The Year 11 course covers:</b></p> <ul style="list-style-type: none"> <li>• Algebra</li> <li>• Measurement</li> <li>• Financial mathematics</li> <li>• Statistical analysis</li> </ul>		<p><b>The Year 12 course covers:</b></p> <ul style="list-style-type: none"> <li>• Algebra</li> <li>• Measurement</li> <li>• Financial mathematics</li> <li>• Statistical analysis</li> <li>• Networks</li> </ul>	
<p><b>Course Requirements:</b>            No specific requirements.</p>			
<p><b>External Assessment:</b> Mathematics Standard 2 - two and a half hour written HSC examination; Mathematics Standard 1 - <i>optional</i> HSC examination for those wishing to contribute marks to ATAR</p>			

## Year 12 students: Mathematics Standard 2

Year 12 Mathematics Standard 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of Mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.

It is designed for students who want to extend their mathematical skills but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

**Prerequisite:** Students must have successfully completed the content of Stage 5.2 or higher.

## Year 12 students: Mathematics Standard 1

Year 12 Mathematics Standard 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.

It is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. It provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

**Prerequisite:** Students must have studied all content of Stage 5.1 and some 5.2 substrands.





## Stage 6 Students: Numeracy (Content Endorsed Course)

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.

<b>Numeracy</b>		<b>UNIT</b>	<b>ATAR</b>
Board Endorsed Course		2	x
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil		
<b>Cost:</b> Nil	<b>Major Project:</b> No		
<p><b>What will I be doing in this course?</b></p> <p>The Numeracy course supports students to develop the functional numeracy skills required to become active and successful participants in society. Students have the opportunity to develop these skills and apply them to situations in personal and community, workplace and employment, and education and training contexts. This course offers students the opportunity to prepare for post-school options of employment or further training.</p>			
<p><b>Year 11 and Year 12 Courses</b></p> <p>Course content</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement</li> <li>• Financial Mathematics</li> <li>• Statistics and Probability</li> </ul> <p>Exploring with numerical reasoning and Mathematical Thinking (NRMT)</p>			





<b>Modern History</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Nil		<b>Exclusions:</b> Nil	
<b>Cost:</b> Nil		<b>Major Project:</b> No	
<b>Course Description:</b> Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them.			
<b>Main Topics Covered:</b>			
<b>Year 11 Course</b>			
<b>Part I - Investigating Modern History</b>			
A: The Nature of Modern History covering:			
- The Investigation of Historic Sites and Sources			
- The Contestability of the Past			
- The Construction of Modern Histories			
- History and Memory			
- The Representation and Commemoration of the Past			
B: Two Case Studies. E.g. The Meiji Restoration, the Origins of the Arab-Israeli Conflict or a personality study such as the German film-maker Leni Riefenstahl.			
<b>Part II - Historical Investigation</b>			
The historical investigation is designed to further develop relevant investigative, research and presentation skills. It should extend a particular area of individual student or group interest.			
<b>Part III - The Shaping of the Modern World</b>			
Students investigate forces and ideas that have shaped the modern world through a study of key events and developments and the meaning of modernity. Topics that are available may include; the Enlightenment, the French Revolution, the Age of Imperialism, the Industrial Age and World War I.			
<b>Year 12 Course</b>			
The Year 12 course comprises a study of:			
<b>Section 1:</b> Core Study: Power and Authority in the Modern World 1919–1946			
<b>Section 2:</b> National Study			
E.g. China 1927–1949, Indonesia 1945–2005 or Japan 1904–1937.			
<b>Section 3:</b> Peace and Conflict			
E.g. Conflict in the Pacific 1937–1951 or the Arab-Israeli Conflict 1948–1996.			
<b>Section 4:</b> Change in the Modern World			
E.g. The Cultural Revolution to Tiananmen Square 1966–1989 or Apartheid in South Africa 1960–1994.			
<b>Course Requirements:</b>			
No specific requirements.			
<b>External Assessment:</b>			
A three hour written examination.			

**Pathway Options:**

Students develop capacity to manage their own learning and to become flexible, independent thinkers, problem-solvers and decision-makers who apply knowledge, skills, understanding, values and attitudes in the places of study and work. Skills developed in the study of Modern History are useful in a range of courses studied at university and TAFE NSW, as well as in the workforce and everyday life. They are particularly applicable to law, teaching, politics, heritage and conservation, librarianship, curating museums or galleries, research, communications, social work, TV, journalism and editing.





<b>Music 1</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Music mandatory course (or equivalent).	<b>Exclusions:</b> Music 2		
<b>Cost:</b> \$25 per year	<b>Major Project:</b> Yes		
<b>Course Description:</b> Provide students with the opportunity to acquire knowledge, skills and experiences and to emerge as musically sensitive and capable individuals with the capacity and desire for music to play a significant and continually developing role in their lives.			
<b>Main Topics Covered:</b> In the Year 11 and 12 courses students will study the concepts of music through the learning experiences of performance, composition, aural and musicology (the social and historical context of music). Students complete three topics in Year 11 and three topics in Year 12. The topics are selected from a list of 21 in the syllabus. We focus on the following study topics;			
<ul style="list-style-type: none"> <li>• Music of the 20th &amp; 21st Centuries</li> <li>• Music for Small Ensembles</li> <li>• Technology and its Influence on Music</li> <li>• An Instrument and its Repertoire (students focus on music written for their instrument)</li> <li>• A Music of the 20th &amp; 21st Centuries</li> <li>• Popular Music (music of wide appeal across the decades)</li> </ul>			
<b>Course Requirements:</b> In Year 11 students complete 25 marks from each learning experience. In Year 12, students do 3 Electives in which they elect the learning experience they wish to develop - Performance, Composition, or Musicology, or any mixture of these three.			
<b>External Assessment:</b> <ul style="list-style-type: none"> <li>• All Students complete at least one Performance (Core)</li> <li>• <b>Practical Examination</b> – Performance &amp; Musicology elective are presented to external visiting examiners (70%)</li> <li>• <b>Written Examination</b> – Written Aural Examination (30%)</li> <li>• <b>Composition Elective</b> – students submit a written score (Week 6, Term 3) and a recording of their work as well as a Composition Portfolio, (a record of the development and their ideas and decisions). The Portfolio may be requested by NESAs to validate authorship of the work.</li> </ul>			

**Pathway Options:**

Music 1 provides many of the skills required in the diverse fields of the Music Industry. Students may progress to TAFE NSW or University to Performance, Composition or Production Courses (Sound Engineering) or into the Music Industry Business through promotions and management.

Music develops key workplace competencies that are valued by all employers:

- Working with others
- Problem solving
- The ability to perform under pressure
- Planning and organisational skills
- Creativity





<b>Personal Development, Health &amp; Physical Education</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil		
<b>Cost:</b> Nil	<b>Major Project:</b> No		
<b>Course Description:</b> The Year 11 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 Year 12 course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.			
<b>Main Topics Covered:</b> In the Year 11 course the core topics are: Better Health for Individuals and Body in Motion The optional component includes <b>two</b> options from: <ul style="list-style-type: none"><li>• First Aid,</li><li>• Composition and Performance</li><li>• Fitness Choices, or</li><li>• Outdoor Recreation</li></ul> The Year 12 Course covers: Health Priorities in Australia and Factors Affecting Performance The optional component includes two options from: <ul style="list-style-type: none"><li>• The Health of Young People</li><li>• Sport and Physical Activity in Australian Society</li><li>• Sports Medicine</li><li>• Improving Performance</li><li>• Equity and Health</li></ul>			
<b>Course Requirements:</b> No specific requirements.			
<b>External Assessment:</b> A three hour written examination.			

**Pathway Options:**

Undertaking this course will provide foundation studies for those students with a tertiary or vocational interest in human movement, and individual and community health issues. The course would be of great benefit to anyone wishing to take up a career in any of the sport sciences, Medicine, Nursing, Physiotherapy, Personal Training, Coaching or Physical Education teaching.





<b>Physics</b>		<b>UNIT</b>	<b>ATAR</b>		
Board Developed Course		2	✓		
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Only 7 units of Science can be studied in Stage 6				
<b>Cost:</b> Students may be required to purchase additional materials for depth studies and long-term practical investigations.	<b>Major Project:</b> Yes				
<p><b>Course Description:</b> The Physics Stage 6 Syllabus aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.</p> <p>NOTE: Students who choose Physics must have a high understanding of Stage 5 Science and a substantial grounding in Mathematics - it is highly recommended that they be undertaking at least Advanced Mathematics in Year 11. Students should also consider studying Extension 1 Mathematics if they are planning on studying Physics, due to the extensive mathematical component of the course.</p> <p>The Year 11 course develops a knowledge and understanding of fundamental mechanics, waves and thermodynamics. The Year 12 course builds on the concepts of Year 11 by expanding on areas such as advanced mechanics, electromagnetism and introducing concepts such as relativity and quantum theory.</p> <p>The Stage 6 Syllabus dedicates 15 hours of time to Depth Studies per course. This study provides flexibility for the teacher to program time to investigate selected material at a deeper level. This may include a number of activities such as experimentation, researching, data analysis, report writing, portfolio creation, model building and problem solving.</p>					
<p><b>Main Topics Covered:</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b>Year 11 Course covers:</b></p> <ul style="list-style-type: none"> <li>• Kinematics</li> <li>• Dynamics</li> <li>• Waves and Thermodynamics</li> <li>• Electricity and Magnetism</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Year 12 Course covers:</b></p> <ul style="list-style-type: none"> <li>• Advanced Mechanics</li> <li>• Electromagnetism</li> <li>• The Nature of Light</li> <li>• From the Universe to the Atom</li> </ul> </td> </tr> </table>				<p><b>Year 11 Course covers:</b></p> <ul style="list-style-type: none"> <li>• Kinematics</li> <li>• Dynamics</li> <li>• Waves and Thermodynamics</li> <li>• Electricity and Magnetism</li> </ul>	<p><b>Year 12 Course covers:</b></p> <ul style="list-style-type: none"> <li>• Advanced Mechanics</li> <li>• Electromagnetism</li> <li>• The Nature of Light</li> <li>• From the Universe to the Atom</li> </ul>
<p><b>Year 11 Course covers:</b></p> <ul style="list-style-type: none"> <li>• Kinematics</li> <li>• Dynamics</li> <li>• Waves and Thermodynamics</li> <li>• Electricity and Magnetism</li> </ul>	<p><b>Year 12 Course covers:</b></p> <ul style="list-style-type: none"> <li>• Advanced Mechanics</li> <li>• Electromagnetism</li> <li>• The Nature of Light</li> <li>• From the Universe to the Atom</li> </ul>				
<p><b>Course Requirements:</b> The Year 11 Physics course is a prerequisite for the Year 12 Physics Course. Practical experiences are an important part of this course and will occupy a minimum of 35 hours across Year 11 and Year 12 course time. Students may also be required to attend excursions and conduct field work as part of this course.</p> <p><b>All students are required to wear enclosed leather shoes for all lessons.</b></p>					
<p><b>External Assessment:</b> A three hour written examination.</p>					

**Pathway Options:**

The skills and knowledge developed in Physics are useful for understanding the world around us in terms of mechanics, waves and electricity. Physics is a highly recommended preparation for any science based university course. Any student wishing to pursue University in the fields of Engineering, Aeronautics, Astrophysics, Medicine, Materials Science and Radiography should study Physics.





<b>Society and Culture</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil		
<b>Cost:</b> \$20 There may be extra costs for excursions and field trips.	<b>Major Project:</b> Yes		
<b>Course Description:</b> Society and Culture is an engaging and thought-provoking exploration of the diverse social and cultural issues that shape contemporary society. This course equips students with the necessary academic, analytical and research skills to critically examine the interplay between individuals, groups, institutions, and the wider world. Through the study of diverse social, cultural, and historical contexts, students will develop a deep understanding of the factors influencing identity, beliefs, values, and relationships within society. They will investigate topics such as gender, ethnicity, social inequality, globalisation, and technological advancements, while also exploring the role of social institutions, media, and popular culture.  Society and Culture draws on cross-disciplinary concepts and social research methods from the fields of anthropology, communication, cultural and media studies, philosophy, politics, social psychology, and sociology. By undertaking fieldwork, an independent research project, and engaging in discussions and debates, students will develop a comprehensive understanding of the complexities of society and culture, fostering their ability to contribute positively to an ever-changing global community as world ready citizens.			
<b>Main Topics Covered:</b> The Year 11 course covers: <ul style="list-style-type: none"><li>• The Social and Cultural World</li><li>• Personal and Social Identity</li><li>• Intercultural Communication</li></ul> The Year 12 course covers a core: <ul style="list-style-type: none"><li>• Social and Cultural Continuity and Change</li><li>• The Personal Interest Project - an individual research project</li></ul> And depth studies, two to be chosen from: <ul style="list-style-type: none"><li>• Popular Culture</li><li>• Belief Systems and Ideologies</li><li>• Conformity and Non-conformity</li><li>• Social Exclusion and Inclusion</li></ul>			
<b>Course Requirements:</b> A requirement of the course is that the research findings are presented for external assessment in Year 12, in the Personal Interest Project (PIP).			
<b>External Assessment:</b> A two hour written examination and submission of the PIP.			

**Pathway Options:**

Society and Culture prepares students for the immediate transition to work or tertiary study in the humanities, social sciences, behavioural sciences, communication, business and law, but would provide useful skills for any university or TAFE NSW course.





<b>Visual Arts</b>		<b>UNIT</b>	<b>ATAR</b>
Board Developed Course		2	✓
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.		
<b>Cost:</b> \$50 per year	<b>Major Project:</b> Yes		
<b>Course Description:</b> Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a "body of work" in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.			
<b>Main Topics Covered:</b> The Year 11 course is broadly focused: Students will study artworks in at least two expressive forms and use a process diary. They will also undertake a broad investigation of ideas in art making, art criticism and art history. Their learning opportunities focus on: <ul style="list-style-type: none"> <li>• the nature of practice in art making, art criticism and art history through different investigations</li> <li>• the role and function of artists, artworks, the world and audiences in the art world</li> <li>• the different ways the visual arts may be interpreted</li> <li>• how students develop meaning, focus and interest in their work</li> <li>• building understanding over time through various investigations and working in different forms</li> </ul> The Year 12 course provides for deeper and more complex investigations. It requires the development of a body of work and use of a process diary. It includes a minimum of five Case Studies (4–10 hours each), deeper and more complex investigations in art making, art criticism and art history.			
<b>Course Requirements:</b> This course is made up of 50% art making, 50% art criticism and art history, with students being required to submit a Body of Work to the Board of Studies at the end of their HSC course.			
<b>External Assessment:</b> A one and a half hour written examination.			

**Pathway Options:**

Students will develop skills and qualities that are relevant to many situations in the workplace and in further study. They will develop the confidence to express their individuality and acquire the skills to express these in a creative way. This course encourages tolerance and empathy for different values and beliefs as participation in Visual Arts will also strengthen Student's problem-solving and thinking skills especially in the area of visual communication. This course is recommended background for many university and TAFE NSW courses in Visual Arts and Design.







## Board Endorsed Course School Delivered

Content Endorsed courses have syllabuses endorsed or approved by the Board of Studies.

The following courses are delivered at school and are timetabled as normal lessons.

All Content Endorsed Courses count towards the Higher School Certificate and are listed on the Record of Achievement. However, Content Endorsed Courses **do not count** towards the calculation of the ATAR.

<b>Visual Design</b>		<b>UNIT</b>	<b>ATAR</b>
Board Endorsed Course		2**	X
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil		
<b>Cost:</b> \$20 per year	<b>Major Project:</b> Yes		
<b>What will I be doing in this course?</b>			
Gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic, wearable, product and interior/exterior design invite different interpretations and explanations. Students develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. Students develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.			
<b>Year 11 and Year 12 Courses</b>			
Additional to Work, Health and Safety, modules are selected from the following fields for study:			
<ul style="list-style-type: none"> <li>• Graphic Design</li> <li>• Wearable Design</li> <li>• Product Design</li> <li>• Interior/Exterior Design</li> <li>• Individual and Collaborative Design Project</li> </ul>			
<b>Particular Course Requirements</b>			
Students are required to keep a diary over the duration of the course. This may include a sketch book, folder, notepads, thumb drives, CDs and combinations of these. Students document the technical aspects of their work in any of the fields and note the development of concepts and ideas, points of departure and changes in direction in their diaries. Students are encouraged to develop a portfolio of their work over the course.			

\*\*2 Units in Year 11 and Year 12 **OR** Extension Students will study 1 Unit in Year 11 and Year 12





# VET Course List for 2024

## Stage 6 VET ICF Courses (ATAR)

Industry Curriculum Framework (ICF) courses are based on national training packages. They specify the range of industry-developed units of competency from the relevant training packages that have been identified as suitable for the purposes of the HSC. These include:

- Automotive (TAFE Cooma)
- Live Production and Services (Certificate III)

**NOTE:** Students are only able to choose **ONE (1)** subject from the options above.

## Stage 6 VET BEC Courses (Non-ATAR)

Board Endorsed Courses (BEC) are developed by NESA to cater for a wide range of students in areas that are not served by Board Developed Courses. All board endorsed courses count towards the HSC and are listed on the student's record of achievement but do not count towards an ATAR. These include:

- Animal Care (Certificate II) (TAFE Digital, Online)
- Sports Coaching (Certificate III) (School Delivered)





## 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.sbatinns.info](http://www.sbatinns.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.





CUA30415 Certificate III in Live Production and Services	UNIT	ATAR
<p><b>Superseded qualification. Replacement qualification will be advised in an updated 2022 course information sheet. Waiting for NESA advice.</b></p> <p><b>Entry Requirements:</b> 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.</p>	2	✓
<p>Course: CUA30415 Certificate III (300 indicative hours. 240 hours and 60 hours specialisation) 2 Preliminary and 2 HSC units in total Category B status for Australian Tertiary Admission Rank (ATAR) Students must complete a minimum of 70 hours of work placement to meet HSC requirements.</p>		
<p><b>Course Description:</b> This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications for employment in the entertainment industry. This is known as dual accreditation. Students will be able to gain skills in communication, safe work practices, working with others, staging and using audio, lighting and vision systems. This qualification is designed to reflect the role of individuals who work in technical production teams, who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations within the entertainment industry. Possible occupations include stage hand, lighting technician, set designer and sound technician.</p>		
<p><b>Core Units of Competency</b></p> <ul style="list-style-type: none"> <li>• CPCCOHS1001A Work Safely in the construction industry</li> <li>• CUAIND301 Work effectively in the creative arts industry</li> <li>• CUAWHS302 Apply work health and safety practices</li> <li>• BSBWOR301 Organise personal work priorities &amp; development</li> <li>• SITXCCS303 Provide service to customers</li> <li>• CUAPPR304 Participate in collaborative creative projects</li> </ul>		
<p><b>Elective Units of Competency</b></p> <ul style="list-style-type: none"> <li>• CUALGT301 Operate basic lighting</li> <li>• CUASOU301 Undertake live audio operations</li> <li>• CUAVSS302 Operate vision systems</li> <li>• CUASMT301 Work effectively backstage during performances</li> <li>• CUASTA202 Assist with bump in and bump out of shows</li> <li>• CUASTA301 Assist with production operations for live performance</li> </ul> <p><b>Additional units of competency to qualify for Certificate III</b></p> <ul style="list-style-type: none"> <li>• CUASOU306 Operate sound reinforcement systems</li> <li>• CUALGT304 Install and operate follow spots</li> <li>• BSBCMM201 Communicate in the Workplace</li> <li>• Refer to the TAS for the qualification packaging rules</li> </ul>		
<p><b>Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted</b></p>		
<p><b>Support services may be available to meet individual student needs</b></p>		
<p><b>CUA30415 Certificate III in Live Production and Services</b> Students who undertake the 300 hour course and achieve competency in all of the units will be eligible for the qualification CUA30415 Certificate III in Live Production and Services. Students who undertake the 300 hour course but do not achieve competency in all units will be eligible for a Statement of Attainment towards CUA30415 Certificate III in Live Production and Services for competencies achieved.</p>		
<p><b>Competency- Based Assessment:</b> 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 competent' in individual units of competency.</p> <p><b>N Determinations:</b> Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.</p> <p><b>External Assessment (optional HSC examination):</b> 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.</p>		
<p><b>Appeals:</b> Students may lodge an appeal about assessment decisions through their VET trainer.</p>		
<p><b>Resources costs: NIL Cost</b> <b>Refund Arrangements:</b> on a pro-rata basis</p>		
<p><b>Delivery Arrangements:</b> In School Delivery</p>		
<p><b>Exclusions:</b> Nil</p>		
<p>A school-based traineeship is available in this course, for more information: <a href="http://www.sbatinns.wagga.nsw.edu.au/">http://www.sbatinns.wagga.nsw.edu.au/</a></p>		

For more information on possible outcomes please visit the NESA website:  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>





SIS30521 Certificate III in Sport Coaching	UNIT	ATAR
<p><b>Entry Requirements:</b> 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.</p>	2	x
<p><b>Course: Sport Coaching</b> (240 indicative hours) 4 Preliminary and/or HSC units in total Board Endorsed Course <b>There is not an Australian Tertiary Admission Rank (ATAR) option for this course</b> <b>Mandatory work placement:</b> Students must complete a minimum of 35 hours of work placement to meet the requirements of the HSC. Work placement opportunities may include events such as school carnivals and camps and coaching junior age teams where students are working under supervision.</p>		
<p><b>Course Description</b> This board endorsed course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who apply the skills and knowledge to coach participants up to an intermediate level in a specific sport. This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. Individuals with this qualification possess a range of well-developed skills where discretion and judgement are required. They are responsible for their own outputs. Possible job titles depend on the specific sport and may include community coach.</p> <ul style="list-style-type: none"> <li>Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).</li> </ul>		
<p><b>Core Units of Competency</b></p> <ul style="list-style-type: none"> <li>HLTWHS001 Participate in workplace health and safety</li> <li>SISSCO002 Work in a community coaching role</li> <li>SISSCO005 Continuously improve coaching skills and knowledge</li> <li>HLTAID003 Provide first aid</li> <li>SISSCO003 Meet participant coaching needs</li> <li>BSBOPS403 Apply Business risk management processes</li> </ul>		
<p><b>Electives</b></p> <ul style="list-style-type: none"> <li>SISSCO012 Coach sport participants up to an intermediate level</li> <li>SIXCAL009 Instruct strength and conditioning techniques</li> <li>SISSOF002 Continuously improve officiating skills and knowledge</li> <li>SIXDIS001 Facilitate inclusion for people with a disability</li> <li>SIXIND006 Conduct sport, fitness and recreation events</li> <li>SIXCAL009 Instruct strength and conditioning techniques</li> <li>SISSOF002 Continuously improve officiating skills and knowledge.</li> </ul>		
<p><b>Students may apply for recognition of prior learning (RPL) or be granted credit transfer provided suitable evidence is submitted.</b> <b>Support services may be available to meet the needs of individual students.</b></p>		
<p><b>Qualifications</b> Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for a SIS30519 Certificate III in Sport Coaching. 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 SIS30519 Certificate III in Sport Coaching.</p>		
<p><b>Competency-based Assessment:</b> 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 competent' in individual units of competency. <b>N Determinations:</b> 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). 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. <b>External Assessment (optional HSC examination): No.</b> There is <b>not</b> an external assessment (optional HSC examination) for this course and this course <b>does not</b> contribute towards an ATAR. <b>Complaint or Appeals:</b> Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.</p>		
<p><b>Resources costs: NIL Cost</b></p>	<p><b>Refund Arrangements:</b> on a pro-rata basis</p>	
<p><b>Delivery Arrangements:</b> In School Delivery</p>		
<p><b>Exclusions:</b> Refer to NESA Stage 6 VET Board Endorsed course description.</p>		
<p>A school-based traineeship may be 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></p>		

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>

