Preliminary & HSC Course Booklet 2023-2024

Together we succeed

Contents

Introduction:
Studying the HSC in 2023 and 2024

Students entering Stage 6 of their school education are, for the first time in their education, presented with a range of choices in terms of the selection of subjects available to them. The significance of the selection of subjects for study in Stage 6 – Year 11 and 12 is of great importance as they directly lead to the awarding of the Higher School Certificate (HSC) and/or an ATAR (Australian Tertiary Admission Rank).

For students who seek university admission it is important that they select subjects in which they have a proven aptitude, interest, ability and effort level. All tertiary institutions have variation in terms of minimum entry requirements and assumed knowledge for entry into particular courses. While these are important guides to help assist the process of subject selection, it is essential that the primary guiding principle for subject selection should be the capacity to succeed in a particular subject.

While certain students will consider subject selection in terms of after school education options, there are a number of students who will see getting the HSC as a vocational credential. Whereas in previous years the HSC has given greater emphasis to those students pursuing tertiary entrance, changes to the HSC have included courses that provide greater opportunities for those students who will use the HSC as a credential for entry into the work force.

With a broad range of subject choices available, all students and their parents should carefully consider the information contained in this booklet to help make informed decisions. Your aim is to achieve the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future.

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

Additional information about courses and the HSC is available on the NSW Education Standards Authority Website:

http://educationstandards.nsw.edu.au/wps/portal/nesa/home

Students need to demonstrate they have met a minimum standard benchmark in literacy and numeracy to be eligible for the HSC. Students need to show that they meet the HSC Minimum Standard by passing online tests of fundamental literacy and numeracy skills, which are available for them to sit across Years 10, 11, 12 and even for a number of years after graduation.

Ms Joanne St Hill

Relieving Principal

Student Commitment

A serious commitment is required when you become an HSC student.

The pattern of study is rigorous. There are no “easy” or “light” courses, as each course has its ownchallenges – and these are at a senior level of the scale. The workload will literally double in somecases, and the expectations of students in classes are high.

The state candidature for the HSC is about the size of Albury – so students now compete in their coursework in a consistently larger field. As a result, there are binding rules that all students and teachers must follow in subject matter and assessment.

The HSC is part of the NSW Record of School Achievement (ROSA). This cumulative record includes achievement in Years 10, 11 and 12. The Preliminary HSC achievement will be recorded in grades A-E and N for non-awards in each subject. The HSC will be recorded in terms of numerical marks for each subject.

Students and their families have the opportunity to be individually counselled on their future plans, the HSC and employment. This process will begin in Term 3, Week 1 allowing students and their families the opportunity to seek advice regarding the subject selection process and various pathways available to students.

It is essential that students make considered, careful choices for the next two years of study, and plan for the new challenges ahead.

Please feel free to contact me for any further support or advice during this important time and/or contact the Careers Advisor, Mr Hamish Taylor who can provide additional support and guidance.

Ms Joanne St Hill

Relieving Principal

Assessment and Reporting

The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

The syllabuses, along with assessment and examination information give you a clear idea of what standards are expected for each course.

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

The other 50% will come from the HSC examination.

Your HSC mark for 2 Unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. There will be performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90-100 will correspond to the highest level of achievement.

On successful completion of your HSC you will receive a portfolio containing:

- The HSC Testamur: The official certificate confirming your achievement of all the requirements for the award.
- The Record of Achievement: This document lists the course you have studied and reports the marks and bands you have achieved.
- Course Reports: For every HSC Board developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course.

Futures Interviews

To assist in guiding students throughout the subject selection process JFHS offers Futures Interviews. These interviews will provide students and their parents/carers with the opportunity to seek information regarding post pathways and the HSC.

Interviews will be conducted with the Careers Advisor, Year Advisor, and other appropriate support staff. Each interview will be customised to individual student needs, allowing for detailed discussion about post school options, career pathways and subject selection.

These interviews will take place during Week 1, Wednesday – Friday, of Term 3. All students will participate in these interviews. If parents would like to be involved via zoom or telephone, please email the year advisor with a date and time that suits and we will do our best to cater for your request.

HSC Minimum Standard – Literacy and Numeracy

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential.

The HSC minimum standard is set at level 3 of the Australian Core SkillsFramework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan.

The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and includes a multiple-choice reading test, multiple-choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still:

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report.
- There are no pre-requisites for choosing subjects for stage 5 or stage 6.
- Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

Practice tests: are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills Mathematics will be exempt from the Numeracy minimum standard test.

Further Information:

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard

Mandatory 25 Hour Life Ready Course

Life Ready is a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities.

It focuses on offering opportunities for students to build the functional knowledge and skills for life post school.

James Fallon High School will run this course in Year 11 throughout Mentoring and Wellbeing lessons. Lessons are delivered by teachers and a range of external presenters.

The course content is divided into six relevant and contemporary learning contexts including:

- Independence
- Mental health and wellbeing
- Respectful relationships
- Sexuality and sexual health
- Drugs and alcohol
- Safe travel

All My Own Work

The HSC**: All My Own Work** program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program has been developed as part of the NSW Government's Respect and Responsibility strategy and complements other approaches such as brochures for teachers, students and parentsand strengthened student and teacher declarations for the HSC.

The program is designed to be delivered flexibly and JFHS delivers it in a compressed program at the start of Year 11 with all students working together as a cohort.

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

Life Skills Course as part of a Special Program of Study

Stage 6 (Years 11 and 12) Life Skills courses may be available for students following a Special Program of Study for the HSC.

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

The Board expects that most students would meet the outcomes for a 2 Unit Preliminary course and a 2 Unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

All decisions about studying a Life Skills course will be made through a collaborative process. Students, parents/carers and the Deputy Principal will meet prior to the commencement of a Life Skills course to discuss post schools and the appropriate curriculum pathway to meet the students' needs.

The 17 Year Leaving Age: A Brief Explanation

Below is the legislation in point form, taken from

https://education.nsw.gov.au/parents-and-carers/pathways-after-school/school-leaving-age#Summary0

The research shows that early school leavers are two and a half times more likely to be unemployed, earn lower wages and have poorer quality of life outcomes. As a result, in 2010 changes to the Education Act (NSW), occurred. The purpose of the new legislation, therefore, is to ensure that all young people have the best possible chances in life.

Under the new arrangements, once students have completed Year 10 there are a number of options from which to choose, including:

- staying at school and continuing into Year 11.
- completing an apprenticeship or a traineeship.
- studying a vocational course at TAFE.
- engaging in full-time, paid employment (average 25hours/week).
- a combination of work and employment

The ATAR

What is the ATAR?

ATAR stands for Australian Tertiary Admissions Rank.

It is a number between zero and 99.95 that indicates a student's position relative to all the students in their age group.

The number given to the maximum rank in NSW and the ACT is now an ATAR of 99.95.

This means NSW and ACT students are in line with their interstate peers, where the top rank is 99.95.

Achieving an ATAR of 99.95 means that the student receiving 99.95 is in the top-ranked group of students.

In 2023, students will commence study in the Preliminary HSC for either:

- HSC *with* ATAR
- HSC *without* ATAR
- a course of study that satisfies the legislationrequirements for the 17 Years Leaving Age.
- Big Picture - International Big Picture Learning Credential (IBPLC)

The ATAR and the HSC

To gain entrance to university at the completion of HSC courses the student will need an Australian Tertiary Admission Rank (ATAR). The ATAR is a separate index, calculated by the universities.

The ATAR will use the best 10 units (including at least 2 Units of English) that are studied and **must include at least 8 Units of Category "A" courses**. These units must be chosen from Board Developed Courses.

All Board Developed Courses are classified as Category A, except Industrial Technology and the Board Developed VET courses. This latter group is classified as Category "B" if accompanied by an external examination. Only two units of Category B courses may be included in the ATAR.

Some particular courses at University may also require the student to study specific courses for the HSC.

Therefore, students are advised to make a decision regarding their ATAR at the commencement of their Preliminary HSC to ensure that an appropriate pattern of study is undertaken. If students are unsure about an ATAR, best practice is to indicate that they would like an ATAR on their subject selection form.

Big Picture Academy

What is Big Picture Learning?

Big Picture learning is based on the principles of Big Picture Education International, of which Big Picture Education Australia is a part. There are 300 Big Picture schools and academies across the world, and 50 in Australia.

At the heart of the design is a departure from traditional 'appointment learning' where everyone learns the same things according to a fixed timetable inside the four walls of a school.

The principles of Big Picture Education are as follows:

- Focusing on the learner and their interests
- Exploring how the curriculum might be personalised to engage young people
- Applied learning in the community outside the school gates
- Teaching real world skills
- Assessing students in a range of ways, not limited to numerical results

The structure of the learning involves an Advisory, a small group of learners, facilitated by an Advisor, who guides the learning, rather than directs it. Each student has a learning plan, which is discussed at the commencement of each term in collaboration with their advisor, their families, and any mentors in the community. The student's plan has some requirements in terms of skills, including empirical reasoning (research), quantitative reasoning (numeracy), social reasoning and literacy. At the centre of their plan is a personal interest project, where the student studies deeply an area of passion and interest. Each term the student exhibits their learning before a panel, describing their personal interest project and any other learning they have engaged in throughout the term.

An important part of a Big Picture student's learning includes Learning Through Internship (LTI). Up to two days a week can be spent learning in the community, in an area of interest, with a mentor. This is designed to foster broad learning, linking school to the workplace.

Student Tasks and Expectations in Big Picture, Year 11 and 12

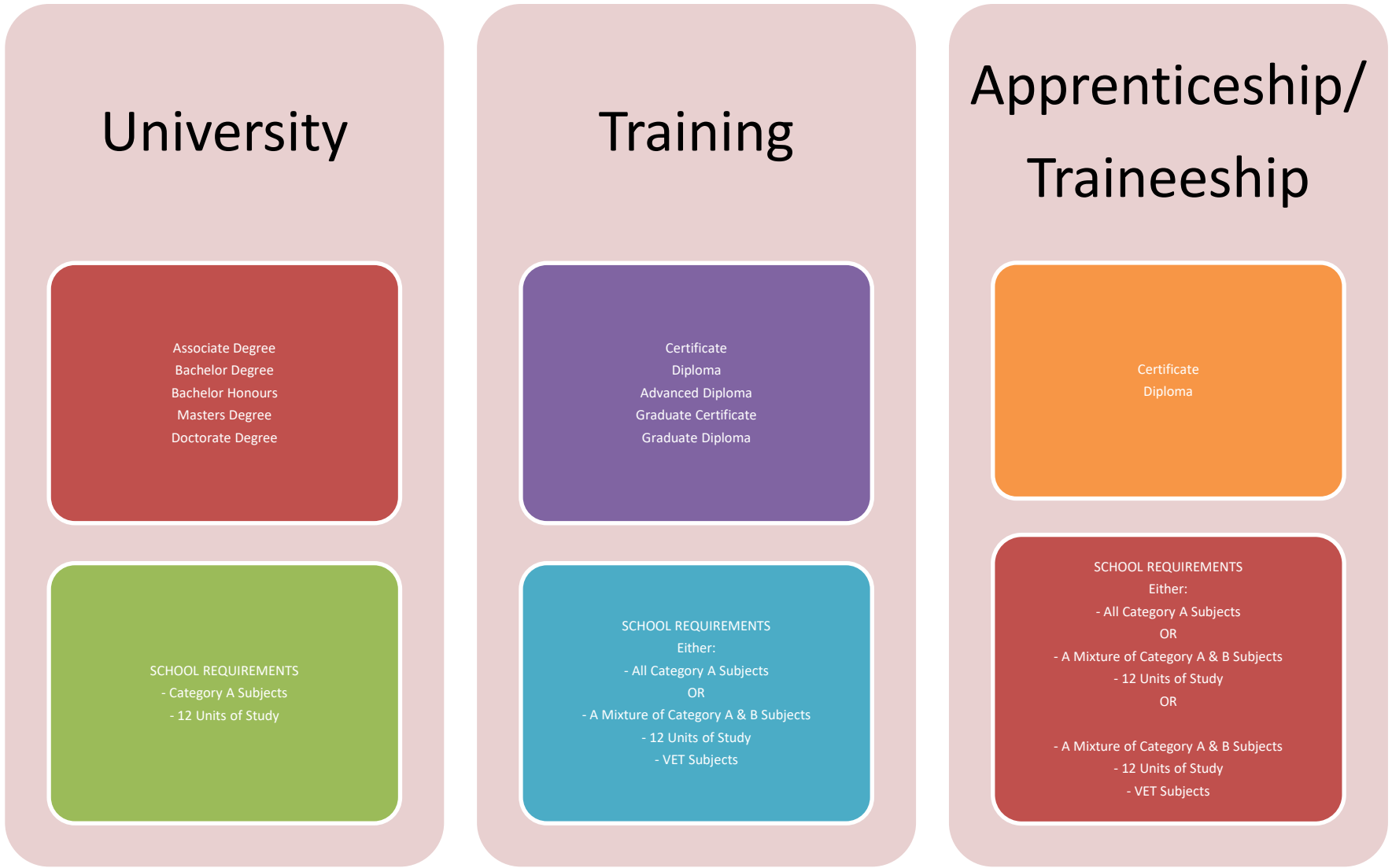
These two years are a gateway to post school life. They will involve:

- Creating a graduation plan for the next two years
- Developing a portfolio of learning related to post school goals
- Undertaking a deep personal interest project, called a Senior Thesis Project
- Learning in the community with mentors related to post school goals.

The exit qualification is a micro-credential that is a detailed account of student learning. Each student receives a Big Picture Graduation Learner Profile at the completion of Year 12. Those students aspiring to university will receive a credential developed by the University of Melbourne, to be used in place of an ATAR. This credential is recognised across many national universities as an enrolment threshold for numerous tertiary degrees.

If this is an option you wish to consider, please contact a member of the Big Picture team.

POST SCHOOL PATHWAYS



Types of Courses Available

Board Developed Courses

Includes traditional subjects that have a compulsory HSC exam as part of the assessment and are indicated by a graduation hat in the course information.

They may be included in the calculation of a student's ATAR.

They also include VET courses (Category B) indicated by a **B** in the course information such as:

- Construction
- Hospitality
- Information and Digital Technology
- Retail Services
- Manufacturing and Engineering

Includes TVET (TAFE Delivered Vocational HSC Courses for Schools) which are "Framework" such as:

- Automotive
- Construction
- Electro technology
- Human Services
- Tourism and Events

See back pages and the Careers Advisor for more information on TVET courses Exceptions to this are:

- Life Skills courses

Content Endorsed/Board Endorsed Courses

No HSC examination - school based assessment only Not included in the calculation of a student's ATAR

These include:

- Exploring Early Childhood
- Numeracy
- Photography, Video and Digital Imaging.
- Sport, Lifestyle and Recreation Studies (SLR)
- Work Studies Also VET Subjects
- Assistant Dance Teaching
- Manufacturing and Engineering

Subject Selection Information

Each subject has different requirements regarding what type of assessment you will sit or what project you will need to submit for marking.

Some subjects are ATAR qualifying subjects and some subjects are not ATAR qualifying.

- In Year 11 you **MUST** study at least 12 Units (6 subjects)
- To qualify for a HSC you must complete at least 3 subjects that have a ☆ code.
- To qualify for an ATAR you must pick at least 5 subjects that have a 🎓 code.
- Only 1 category B subject is allowed to be used in an ATAR calculation. (Greyed out subjects are category B)
- No more than 6 units (3 subjects) of Science subjects may be selected (Biology, Chemistry, Investigating Science or Physics).
- No more than 2 units (1 subject) of an Industrial Technology may be selected (Automotive or Timber).
- To study English Extension 1 or Mathematics Extension 1 you must also study the related Advanced subject course.

Glossary of Terms

One Unit	A course of study, which involves a total teaching time of 3 periods per cycle
Two Unit	A course of study, which involves a total teaching time of 6 periods per cycle
Extension 1	A course of study, which involves a total teaching time of 9 periods per cycle
Extension 2	A course of study, which involves a total teaching time of 12 periods per cycle
Unit Value	One unit of study is worth a possible 50 marks
Compulsory Subject	2 Units of ENGLISH **must** be studied in both Years 11 and 12
Category A Courses	Are included in the calculation of a student's ATAR
Category B Courses	No more than 1 Category B course can be included in the calculation of a student's ATAR Optional HSC examination for all courses Include VET Curriculum Framework courses which have compulsory work placement
ATAR	To be eligible for an ATAR a student must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least: 1. 8 units from category A courses 2. 2 units of English 3. 4 subjects **The ATAR is used to rank students who want to go to university.**
VET & TVET Courses	Vocational Education and Training (VET) courses count towards the HSC. They also give nationwide credit in a particular performance area. They are competency based. The ATAR is optional. A written HSC exam **must** be taken for these courses to count towards the ATAR. Dual accreditation of Vocational Courses will ensure that students receive maximum recognition of their skills by industry and advanced standing into further education and training. VET courses can be studied either at school (VET) or through TAFE NSW TVET) and other training providers. All VET courses involve a mandatory work placement. This includes compulsory work placement.

Understanding the Codes

Subjects have different requirements, make sure that you know the requirements of the subject by using the following codes:

	To qualify for a HSC you must complete at least 3 subjects.
	To qualify for an ATAR you must pick at least 5 subjects.
	No more than 1 Category B course can be included in the calculation of a student's ATAR.
	For your HSC exam, you will be expected to write, extended responses (essays) and/or a narrative. You should be prepared to work at home and in your free periods on your ability to write in the context of the subject as well as remember all of the knowledge and concepts learnt in the subject.
	For your HSC exam, you will be expected to answer short answer questions and/or multiple choice questions using the knowledge learnt in class. You should be prepared to work at home and in your free periods on your ability to write in the context of the subject as well as remember all of the knowledge and concepts learnt in the subject.
	For your HSC exam, you will be expected to solve difficult and complicated mathematical problems involving calculations such as calculus and algebra. You should be prepared to work at home and in your free periods on your ability to analyse and think logically in the context of the subject.
	For a portion of your HSC mark, you will be expected to create a project, product, dance, artwork or music composition. You should be prepared to work at home and in your free periods on your skills in preparing your project, product, dance, music or artwork. You may be required to submit a portfolio demonstrating your skills and how you designed your project.
	You will have to complete an independent research project on a current issue. Your project will involve you having to gather data by developing surveys for members of the community to complete, interviewing members of the community and using the internet to gather data enabling you to fulfil course requirements as part of compiling/writing your project.
	This means that you have to **complete at least 2 weeks work placement outside of school**. You will also have to meet competencies and demonstrate your skills in the course. You should be prepared to work at home and in your free periods on your competencies.
	There is no HSC exam for this subject. Your assessment of achievement will be at school. This means that you will have to complete practical activities such as sport and theory associated with sport or photography and theory associated with photography or maths solutions.

Aboriginal Studies

Category: A	
Course No: 15000	**Contact:** Mr Richard Leahy
2 Units for each of the Preliminary and HSC Board Developed Courses	**Exclusions:** Nil

Course Description

Aboriginal history and culture are fundamental to the development of Australian identity. Aboriginal Studiesacknowledges the contribution of Aboriginal cultures and communities to Australian society.

Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginalstudents are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to 'learn together' with Aboriginal peoples and communities.

During the course, students will undertake consultation with the local Aboriginal community and will studynational and international Indigenous communities, applying research and inquiry methods through the completion of a major project.

Preliminary Course Pre 1960's

Part I – Aboriginality and the Land - (20%) • Aboriginal peoples' relationship to Country • Dispossession and dislocation of Aboriginal peoples from Country • Impact of British colonisation on Country	**Part II – Heritage and Identity** – (30%) • The Dreaming and cultural ownership • Diversity of Aboriginal cultural and social life • Impact of colonisation on Aboriginal cultures and families • Impact of racism and stereotyping
Part III – International Indigenous Community: Comparative Study – (25%) • Location, environment and features of aninternational Indigenous community • Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to: – Aboriginality and the Land – Heritage and Identity	**Part IV – Research and Inquiry Methods: Local Community Case Study** – (25%) • Community consultation • Planning research • Acquiring information • Processing information • Communicating information

HSC Course 1960's onwards

Part I – Social Justice and Human Rights Issues - (50%) A comparative case study on an Aboriginal and international Indigenous community, in relation toTWO of the following topics: 1. Health 2. Education 3. Housing 4. Employment 5. Criminal Justice 6. Economic Independence.	**Part II** – (20%) **Aboriginality and the Land** • The Land Rights movement and the recognition ofnative title • Government policies and legislation • Non-Aboriginal responses **OR** **Heritage and Identity** • Contemporary aspects of Aboriginal heritage and identity • Government policies and legislation • Non-Aboriginal responses.

Part III – Research and Inquiry Methods –Major Research project on an aspect of the HSC course –(30%)

Students must undertake mandatory community case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community- based fieldwork.

Agriculture

Category: A	
Course No: 15010	**Contact:** Heather Knight
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

Course Description

Agriculture is the study of food and fibre, marketing and production of both plant and animal products.

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

The Higher School Certificate course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production and places a greater emphasis on farm management to maximise productivity and environmental sustainability. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from both national and international perspectives.

Topics Covered

Preliminary Course

Core Modules

- Overview
- Farm Case Study
- Plant Production
- Animal Production

HSC Course

Core

Modules

- Plant/Animal Production
- Farm Product Study

Option of one of the following modules

- Climate challenge
- Farming for the 21st century
- Agri-food, Fibre and Fuel Technologies

Particular Course Requirements

The Preliminary course includes a farm study related to marketing and processing of a product in Agriculture. Students will complete a minimum of 64 indicative hours of practical experiences across the Preliminary and HSC course time.

Ancient History

Category: A	
Course No: 15020	**Contact:** Kate Dixon
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

Course Description

The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies, and historical sites from the sources available, by applying the methods used byhistorians and archaeologists.

The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.

Main Topics Covered

Preliminary Course

- **Part I:** Investigating Ancient History
  - The Nature of Ancient History
  - Case Studies
- **Part II:** Features of Ancient Societies
- **Part III:** Historical Investigation
  The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.

HSC Course

- **Part I: Core Study:** Cities of Vesuvius – Pompeii and Herculaneum
- **Part II:** Ancient Societies
- **Part III:** Personalities in their Times
- **Part IV:** Historical Periods

Particular Course Requirements

In the Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilisations.
The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

Biology

Category: A	
Course No: 15030	**Contact:** Heather Knight
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

Course Description

Biology is the study of living organisms, life processes and interactions between organisms and their environment.

The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and draw on materials for their own growth and repair; the relationship between transport systems in living organisms; biodiversity and human impacts on ecosystems, biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the Theory of Evolution by Natural Selection, the study of past ecosystems and integrating data to predict environmental changes in ecosystem dynamics.

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use in reproduction and heredity; investigates the way in which characteristics are transmitted from generation to generation. Students learn about natural and human-induced causes and effects of genetic change and investigate the work of scientists in various fields of work. Students examine the treatment and prevention of infectious and non-infectious diseases and the effect this has on human health. The practical applications of Science, Technology, Engineering and Mathematics (STEM) and the importance of understanding the multidisciplinary nature of science applications are examined.

The Preliminary and HSC courses incorporate a depth study (15 hours) to provide opportunities for students to pursue their interests in Biology. This allows students to acquire a depth of understanding, and to take responsibility for their own learning. The depth study can be any type of investigation/activity that a student completes individually or collaboratively that allows the further development on one or more concepts found within or inspired by the syllabus.

Topics Covered

Preliminary Course

Biology Working Scientifically skills Depth Study

Core Modules

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

HSC Course

Biology Working Scientifically skills Depth Study

Core Modules

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

Particular Course Requirements

Each module specifies a content focus and inquiry questions which provides opportunities for students to achieve the Working Scientifically skills outcomes. The Working Scientifically outcomes in the Preliminary and HSC courses provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Working Scientifically section of the syllabus.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours ofcourse time in each year, including time allocated to practical investigations in depth studies (15 hours of the 120 indicative hours for each year).

Business Studies

Category: A	
Course No: 15040	**Contact:** Richard Leahy
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

Course Description
Business Studies aims to develop knowledge, understanding, skills and values which enable students to make judgements about the performance of businesses in a dynamic business environment.

Students develop knowledge and understanding about the nature of business, role and structure of business,the influences on business environments and the key functions and processes involved in business activity. Students learn about a range of management strategies to ensure business success and develop skills to communicate business information in appropriate formats. Research and independent learning skills in addition to analytical and problem-solving competencies are assessed throughout the Business Studies course.

Main Topics Covered

Preliminary Course
- Nature of Business (20%)
- Business Management (40%)
- Business Planning (40%)

HSC Course
- Operations (25%)
- Marketing (25%)
- Finance (25%)
- Human Resource (25%)
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Particular Course Requirements
In the Preliminary course there is a research project investigating the operation of a small business orplanning the establishment of a small business.

Chemistry

Category: A	
Course No: 15050	**Contact:** Heather Knight
2 units for each of Preliminary and HSCBoard Developed Course	**Exclusions:** Nil

Course Description

Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

The Preliminary course develops student's skills in analysing trends and patterns in relation to the properties of pure substances and how they can use these to predict the properties of other pure substances. They use knowledge obtained from the study of the periodic table to examine trends and patterns that exist between chemical elements and atoms in order to discover that fundamental particles, and their role in the structure of an atom, give all chemicals their properties. Students use the mole concept to solve problems and make predictions. They study how chemicals react, the changes in matter and energy that take place during these reactions, and how these chemical reactions and changes relate to the chemicals that are used in everyday life. Students investigate factors that initiate and drive a reaction.

The HSC course builds on the concepts developed in the Preliminary course, expanding on areas such as Chemical systems; analyse the quantitative relationship between products and reactants in equilibrium reactions to determine an equilibrium constant. Students analyse how and why the definitions of both an acid and a base have changed over time, and how the current definitions characterise the many chemical reactions of acids. Students focus on the principles and applications of chemical synthesis in the field of organic chemistry. Current and future applications of chemistry include techniques to synthesise new substances – including pharmaceuticals, fuels and polymers – to meet the needs of society. Students investigate a range of methods used to identify and measure quantities of chemicals. They investigate and process data involving the identification and quantification of ions present in aqueous solutions.

The Preliminary and HSC courses incorporate a depth study (15 hours) to provide opportunities for students to pursue their interests in Chemistry. This allows students to acquire a depth of understanding, and to take responsibility for their own learning. The depth study can be any type of investigation/activity that a student completes individually or collaboratively that allows the further development on one or more concepts found within or inspired by the syllabus.

Topics Covered

Preliminary Course

Chemistry Working Scientifically skills
Depth Study

Core Modules

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

HSC Course

Chemistry Working Scientifically skills
Depth Study

Core Modules

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Working Scientifically skills outcomes. The Working Scientifically outcomes in the Preliminary and HSC courses provide the skills content that must be addressed within and across each course.

Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Working Scientifically section of the syllabus.Scientific investigations include both practical investigations and secondary-sourced investigations.

Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours of course time in each year, including time allocated to practical investigations in depth studies (15 hours of the 120 indicative hours for each year).

Community and Family Studies

Category: A	
Course No: 15060	**Contact:** Richard Leahy
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

Course Description

Community and Family Studies is designed to develop knowledge, skills and attitudes about the diverse communities that students are surrounded by. It focuses on building students confidence when resolving practical problems throughout everyday life and encourages opportunities for students to become proactive members of society.

Students are provided with the opportunity to examine both their potential to adopt a range of roles and the responsibilities they have when contributing to society.

Students investigate the interactions between individuals, families and society, whilst assessing the interdependence and various structures of individuals and groups.

The Preliminary course focuses on the individual and their interactions with personal groups, families and community.

The HSC course builds upon this by examining how the wellbeing of individuals, families and communities are affected by broader societal influences including socio cultural, economic and political factors.

Main Topics Covered

Preliminary Course

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

HSC Course

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

HSC Option Modules

Select **one** of the following (approximately 25% of course time):

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

Particular Course Requirements

Students are required to complete an Independent Research Project as part of the HSC internal assessment.The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

Dance

Category: A	
Course No: 15070	**Contact:** Katrina Joss
2 units for each of Preliminary and HSC Board Developed Course	**Course Cost:** $12 **Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Preliminary Course
Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them awide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.
Components to be completed are:

- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%)(to be allocated by the teacher to suit the specific circumstances/context of the class).

HSC Course
Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

Particular Course Requirements
The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.
The published *Course Prescriptions*, which may change in total or in part every three years, indicate worksand artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

Design and Technology

Category: A	
Course No: 15080	**Contact:** Ross Kirkwood
2 units for each of Preliminary and HSC Board Developed Course	**Course Cost:** $40 **Exclusions:** Nil

Course Description

The **Preliminary course** involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands- on practical activities which develop knowledge and skills in designing and producing.

The **Preliminary course** includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The **HSC course** applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students toselect and apply appropriate design, production and evaluation skills to a product, system or environment thatsatisfies an identified need or opportunity. A case study of an innovation is also required with students identifying the factors underlying the success of the innovation, analyse associated ethical issues and discussits impact on Australian society.

Main Topics Covered

Preliminary Course

Involves both theory and practical work in Designing and Producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, andmanipulation of materials, tools and techniques.

HSC Course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation andthe study of designing and producing including a Major Design Project. The project folio addresses 3 key areas: project proposal and project management, project development and realisation, and project evaluation.

Particular Course Requirements

In the **Preliminary course**, students must participate in hands-on practical activities and undertake a minimum of 2 design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the **HSC course** the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

Drama

Category: A	
Course No: 15090	**Contact:** Katrina Joss
2 units for each of Preliminary and HSC Board Developed Course	**Course Cost:** $12 **Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description
Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

Preliminary Course
Content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practicalexperiences in each of these areas.

HSC Course
Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.
The **Group Performance** (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.
For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis **or** Design **or** Performance **or** Script-writing **or** Video Drama.

Main Topics Covered

Preliminary Course
Improvisation, Play building,
acting Elements of Production in
Performance
Theatrical Traditions and Performance Styles

HSC Course
Australian Drama and Theatre (Core content) – Exam: Essay
Studies in Drama and Theatre – Exam: Essay
Group Performance (Core content) – Exam: 8-12 minute Group Performance
Individual Project – Choice of **either** a 6-8 minute Performance (monologue), Design options, Research options, Script-Writing or Film-Making.

Particular Course Requirements
The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Earth and Environmental Science

Category: A	
Course No: 11100 / 15100	**Contact:** Heather Knight
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

Course Description

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere, and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet andall forms of life dependent upon it.

Topics Covered

The Year 11 course consists of four modules:

Module 1 Earth's Resources
Module 2 Plate Tectonics
Module 3 Energy Transformations
Module 4 Human Impacts

The Year 12 course consists of four modules:

Module 5 Earth's Processes
Module 6 Hazards
Module 7 Climate Science
Module 8 Resource Management

Particular Course Requirements

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

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

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

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

Economics

Category: A	
Course No: 15110	**Contact:** Richard Leahy
2 units for each of Preliminary and HSC Board Developed Course.	**Exclusions:** x 4 (four) Life Skills courses where Business and Economics is undertaken within thosecourses. (Course codes: 16688 & 16699)

Course Description
Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes affect individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Main Topic Covered

Preliminary Course:

- **Introduction to Economics:** The nature of economics and the operation of an economy.
- **Consumers and Business:** the role of consumers and business in the economy.
- **Markets:** the role of markets, demand, supply and competition.
- **Labour Markets:** the workforce and the role of labour in the economy.
- **Financial Markets:** The financial market in Australia, including the share market
- **Government in the Economy:** The role of government in the Australian economy.

HSC Course:

- **The Global Economy:** Features of the global economy and globalisation
- **Australia's Place in the Global Economy:** Australia's trade and finance
- **Economic Issues:** Issues including growth, unemployment, inflation, wealth and management
- **Economic Policies and Management:** The range of policies to manage the economy.

Particular Course Requirements
See the Economics Stage 6 syllabus for information regarding detailed course requirements.

English (Advanced)

Category: A	
Course No: 15140	**Contact:** Kate Dixon
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** English (Standard); Fundamentals ofEnglish; English (ESL)

Course Description

In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, as well as Australian texts.

They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the HSC English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least five types of prescribed texts drawn from prose fiction, drama, poetry, nonfiction, film,media and/or multimedia, and a wide range of additional related texts and textual forms.

Main Topics Covered

Preliminary Course – The course has three sections:

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

HSC Course – The course has four sections:

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

Particular Course Requirements

In both the **Preliminary and HSC English (Advanced) Courses** students are required to:

- study Australian and other texts
- explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media,multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts
- integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate.

HSC English (Advanced) Course requires the close study of:

- at least **four** prescribed texts, one drawn from **each** of the following categories: Shakespearean drama; prose fiction; poetry **or drama**. The remaining test may be film, media or non-fiction or selected from oneof the other categories.
- At least ONE related text in the common module.

English (Standard)

Category: A	
Course No: 15130	**Contact:** Kate Dixon
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** English (Advanced); English (ESL); English (Extension)

Course Description

In the **Preliminary** English (Standard) course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts.Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, as well as Australian texts.

In the **HSC** English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least four types of prescribed texts drawn from prose fiction, drama, poetry,nonfiction, film, media and/or multimedia, and a wide range of additional related texts and textual forms.

Main Topics Covered

Preliminary Course – The course has three sections:

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

HSC Course – The course has four sections:

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

Particular Course Requirements

In the **Preliminary English (Standard) Course** students are required to:

- study ONE complex multimodal or digital text in Module A.
- study ONE substantial literary print text in Module B.
- explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media,multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts
- integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- engage in the integrated study of language and text.

HSC English (Standard) Course requires the close study of:

- at least three types of prescribed text, one drawn from **each** of the following categories: prose fiction; poetry **or** drama; film **or** media **or** nonfiction
- a wide range of additional related texts and textual forms.

English Extension

Category: A

Courses: Preliminary English Extension
HSC English Extension 1
HSC English Extension 2

Course No: 11150
Course No: 15160
Course No: 15170

Contact: Kate Dixon

1 unit of study for each of Preliminary and HSC

Prerequisites: (a) English (Advanced)
(b) Preliminary English Extension is a prerequisite for English Extension Course 1 English Extension Course 1 is a prerequisite for English Extension Course 2

Exclusions: English (Standard); Fundamentals of English; English (ESL)

Course Description

In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.
In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.
In HSC English Extension Course 2, students develop a sustained composition, and document their reflectionon this process.

Main Topics Covered

Preliminary Course – The course has two sections:

- **Module:** Texts, Culture and Value
- **Research Project:** Students research ONE canonical text and its manifestations in recent cultures.

Extension I Course – The course has one section:

- **Common Module:** Literary Worlds with ONE elective option
  - Literary Homelands
  - Worlds of Upheaval
  - Reimagined Worlds

Extension II Course – The course has three sections:

- **Composition Process**
- **Major Work**
- **Reflection Statement**

The Major Work Journal

Particular Course Requirements

In the **Preliminary English (Extension) Course** students are required to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse, and critically evaluate different examples of such appropriations in a range of contexts and media.
HSC English Extension Course 1 requires the study of prescribed texts.

- **HSC English Extension Course 2** requires completion of a Major Work and a statement of reflection.

English Studies

Category: B	
Course No: 30110	**Contact:** Kate Dixon
2 units for each of Preliminary and HSC years Content Endorsed Course	**Exclusions:** English (Standard); English (Advanced);English (ESL); English (Extension)

Course Entry Guidelines

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

Students studying English Studies may elect to undertake an **optional HSC examination.** The examination mark will be used by the Universities Admissions Centre (UAC) to calculate an ATAR for those students subject to all other ATAR requirements being met.
Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR.

Course Description

In the *English Studies* course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

Main Topics Covered

Preliminary Course (120 indicative hours):

- **Mandatory Module:** Achieving through English: English in Education, Work and Community
- **An additional 2-4 modules**
- Students will study a total of 3-5 modules (including the mandatory module), 20-30 indicative hoursper module.

HSC Course (120 indicative hours):

- **Mandatory Module:** Texts and Human Experiences
- **An additional 2-4 modules**
- Students will study a total of 3-5 different modules (including the mandatory module), 20-45indicative hours per module.

The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.
Schools may develop and offer one 20-hour module of their own design for the Preliminary year.

Particular Course Requirements

In each of the **Preliminary** and **HSC** courses students are required to:

- read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
- undertake study of at least one substantial print text and at least one substantial multi-modal text
- be involved in planning, research and presentation activities as part of one individual and/or onecollaborative project
- engage with the community through avenues such as visits, surveys, interviews, work experience,listening to guest speakers and/or excursions
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic andelectronic forms across all the modules undertaken during the year.

Food Technology

Category: A	
Course No: 15180	**Contact:** Ross Kirkwood
2 units for each of Preliminary and HSC Board Developed Course	**Course Costs:** $60 **Exclusions:** Nil

Course Description

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

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

Preliminary Course

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

HSC Course

- Involves the study of The Australian Food Industry (25%), Food Manufacture (25%), Food Product Development (25%) and Contemporary Nutrition (25%).
-

Particular Course Requirements

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course isa prerequisite to the study of the 2 unit HSC course.
In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.
Researching, analysing, communicating, experimenting and preparing, designing, implementing and evaluating skills will be developedthroughout the course.

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

Geography

Category: A	
Course No: 15190	**Contact:** Richard Leahy
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

Course Description
Geography is an investigation of the world that provides students with accurate descriptions and interpretations of the characteristics of the earth and its people. Geography develops student's ability to recognise and understand environmental change and the interactions which take place in our world.

The course has many dimensions, which are explored through virtual and physical field work. Students are provided with the opportunity to investigate the opportunities for human activities, the constraints placed upon them and both the long and short term impact. The study of Geography allows students to perceive the world in a variety of ways and helps them to make sense of a complex and changing world.

Preliminary Course
Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management.Global Challenges (45%) – geographical study of issues at a global scale.
Senior Geography Project (10%) – a geographical study of student's own choosing.

HSC Course
Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection.Urban Places (33%) – study of cities and urban dynamics.
People and Economic Activity (33%) – geographic study of economic activity in a local and global context.

Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

Particular Course Requirements
Students complete a senior geography project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

History Extension HSC (Year 12)

Category: A	
Course No: 15280	**Contact:** Kate Dixon
1 unit HSC Board Developed Course	**Exclusions:** Nil

Course Description
HSC History Extension is a subject that does not just investigate what has happened in history, but why the events and people from history have been represented in certain ways over time.
In Part 1 of the course, students investigate the question 'What is history?' through learning about a selection of famous historians and key historiographical readings, as well as through one larger case study.
Some possible case studies which can be undertaken include John F. Kennedy, the Witch Hunts and Witch Trials, Cleopatra, Winston Churchill, Appeasement and Napoleon Bonaparte.

In Part II, students design, undertake and communicate their own historical investigation on a topic of their choice.

Main Topics Covered

Part I: Constructing History:

- **Key Questions**
  Who are the historians?
  What are purposes of history?
  How has history been constructed, recorded, and presented over time? Why have the approaches to history changed over time?

- **Case Studies**
  Students will investigate **one** case study from a wide selection of ancient, medieval and early modern,modern and Australian options.

Part II: History Project
An original piece of historical investigation by the student on a topic of their choice which includes an essay, a Proposal, a Process Log, and Annotated Sources.

Particular Course Requirements
Successful completion of the Preliminary course in Modern and/or Ancient History is a prerequisite for enrolling in this HSC course. Only those students who have performed to a high standard in the Preliminary Ancient and/or Modern History course will be eligible to enrol in History Extension.

Industrial Technology – Timber, Metal or Automotive

Category: A	
Course No: 15200	**Contact:** Ross Kirkwood
2 units for each of Preliminary and HSC Board Developed Course	**Course Cost: $50** **Exclusions:** Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

Preliminary Course
The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

HSC Course
The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

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

Particular Course Requirements
In the **Preliminary course**, students must design, develop and construct a minimum of 2 projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.
In the **HSC course**, students design, develop and construct a Major Project with a management folio. They willalso undertake a study of the overall industry related to the specific focus area industry.

Investigating Science

Category: A	
Course No: 15215	**Contact:** Heather Knight
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

Course Description

The Investigating Science course is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The course promotes active inquiry and explores key concepts, models and phenomena. The course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives. 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, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide rangeof STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

The Preliminary course develops students' knowledge and allows students to explore the importance of observation and the collection of quantitative and qualitative data in scientific investigations. They conduct their own practical investigation, either individually or collaboratively, which is used to demonstrate the importance of making detailed and accurate observations, determining the types of variables and formulating testable scientific hypotheses. Students consider primary and secondary-sourced data and its influence on scientific investigations; recognise that many scientific models have limitations and are modified as further evidence comes to light, and examine how complex models and theories often require a wide range of evidence, which impacts on society and the environment.

The HSC course builds on the concepts of the Preliminary course by exploring the importance of accuracy, validity and reliability in relation to the investigative work of a scientist. They examine the differences betweena scientific investigation and a scientific report; examine how advances in science inform the development of new technologies; investigate claims through conducting practical and secondary-sourced investigations and evaluate these based on scientific evidence; and explore the impacts of ethical, social, economic and political influences on science and its research.

Topics Covered

Preliminary Course
Core Modules

- Cause and Effect – Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws

HSC Course
Core Modules

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Working Scientifically skills outcomes. The Working Scientifically outcomes in the Preliminary and HSC courses provide the skills content that must be addressed within and across each course. Teachers should provide opportunities basedon the module content to develop the full range of skills content identified in Working Scientifically section of the syllabus.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours of course time in each year, including time allocated to practical investigations in depth studies (30 hours of the 120 indicative hours for each year).

Legal Studies

Category: A	
Course No: 15220	**Contact:** Richard Leahy
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

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

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

Preliminary Course (from 2010)
- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

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

HSC Course (2010)
- Crime (30% of class time)
- Human rights (20% of class time)
- Additional Focus Studies (50% of class time)

Students will study two focus studies chosen from:
- Consumers
- Family
- Global environment
- Indigenous peoples
- Shelter
- Workplace
- World order.

Key themes incorporated across all topics: Justice, Law and Society; Rights and Responsibilities, Law Reform, Values and Ethics; Conflict and Cooperation; Continuity and Change; Legal Processes and Institutions; Effectiveness of the Legal System.

Particular Course Requirements No special requirements

Mathematics Course Overview Information 2023/2024

For the Preliminary Course, students have the following choices in Mathematics:

1. **Numeracy**

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

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

2. **Mathematics Standard**

Students who have studied Mathematics Stage 5.2 or Mathematics Stage 5.1 in Year 10 should choose this course. Students who studied Mathematics Stage 5.3 in Year 10 may also choose this course.

3. **Mathematics Advanced**

Students who studied Mathematics Stage 5.3 in Year 10 may choose this course. Students who studied Mathematics Stage 5.2 in Year 10 would need to do extra work in Algebra, Coordinate Geometry, Real Numbers, Trigonometry and Deductive Geometry prior to commencing the course if they wish to attempt this level.

4. **Mathematics Extension 1**

This course is aimed at the more capable students from Mathematics Stage 5.3 in Year 10.

For the HSC course, there are two pathways for the students who studied the Preliminary Mathematics Standard Course:

1. The **HSC Mathematics Standard 2** course is a board endorsed course and is examined at the HSC. This course can be counted in the 10 units required in the calculation of an ATAR.The course provides a strong foundation for a broad range of vocational pathways as well as for a range of university courses. This course is designed for those students who were able to successfully cope with the content of the Preliminary course.

2. The **HSC Mathematics Standard 1** course is a Content Endorsed Course that has an optional HSC examination. Those students who choose not to sit the optional examinationhave school-based assessment for their HSC result. This course is designed for students who studied at Stage 5.1 level in year 10 and who have found the Preliminary course in Mathematics Standard difficult. This course provides an appropriate foundation for a range of vocational pathways either in the workforce or further training.

Students who studied **Mathematics Extension 1** in the Preliminary Course and found this course interesting and have a special aptitude for mathematics have the option of picking up **Mathematics Extension 2** for the HSC Course.

The following pages provide a more detailed description of each of these courses.

In Year 11 Mathematics Standard 2 and Mathematics Standard 1 share a common Preliminary course. Students choose Mathematics Standard for Year 11.

The decision to do Mathematics Standard 2 or Mathematics Standard 1 for the HSC course is made at the end of the Preliminary course.

Mathematics Standard 2

Category: A	
Course Name: Mathematics Standard	**Course No:** Year 11 Course 11236 Year 12 Course 15236
2 Unit course. Board Developed Course	**Contact:** Kenneth Elliott

Prerequisites: For students who intend to study the Mathematics Standard 2 course, it is recommended that they study the Stage 5.2 content of *Mathematics Years 7–10 Syllabus*.

Exclusions: Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.

Course Description

Mathematics Standard focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on the application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study and encourage the transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.

The course is fully prescribed and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

Main Topics Covered

Preliminary Course

- Formulae and Equations
- Linear relationships
- Applications of Measurement
- Working With Time
- Money Matters
- Data Analysis
- Relative Frequency and Probability

HSC Course

- Types of Relationships (Algebra)
- Non-right-angled Triangles
- Rates and Ratios
- Investments and Loans
- Annuities
- Bivariate Data Analysis
- The Normal Distribution
- Networks Concepts
- Critical Path Analysis

Mathematics Standard 2 is a Board Developed course which is examined in the HSC and may be included in the ten units used for the calculation of an ATAR.

Mathematics Advanced

Category: A	
Course No: Year 11 Course 11255 Year 12 Course 15255	**Contact:** Kenneth Elliott
2 Unit course. Board Developed Course	**Exclusions:** Mathematics Standard

Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Year 7-10 syllabus and in particular, the content and outcomes of all substrands of the Stage 5.1 and 5.2 courses and the algebraic techniques, surds and indices, equations, linear relationships, trigonometry, single variable data analysis, non-linear relationships and properties of geometricshapes substrands of the Stage 5.3 course.

Course Description
The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

Main Topics Covered

Preliminary Course
- Working With Functions
- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities
- Introduction to Differentiation
- Logarithms and Exponentials
- Probability and Discrete Probability Distributions

HSC Course
- Graphing Techniques
- Trigonometric Functions and Graphs
- Differential Calculus
- The Second Derivative
- Integral Calculus
- Modelling Financial Situations
- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

Mathematics Advanced is a Board Developed course which is examined in the HSC and may be included in the ten units used for the calculation of an ATAR.

Mathematics Extension 1

Category: A	
Course No: Year 11 Course 11250 Year 12 Course 15250	**Contact:** Kenneth Elliott
1 Unit Course. Board Developed Course	**Exclusions:** Mathematics Standard

Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 topics *Polynomials*, Logarithms, *Functions and Other Graphs* and *Circle Geometry* of *Mathematics Years 7–10 Syllabus*.

Course Description

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. The course enables students to develop a thorough understanding of a variety of mathematical skills, develop rigorous mathematical arguments and proofs, use mathematical models extensively and develop their awareness of the interconnected nature of mathematics.

This course provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level.

Main Topics Covered

Preliminary Course

- Further Work with Functions
- Polynomials
- Inverse Trigonometric Functions
- Further Trigonometric Identities
- Rates of Change
- Working with Combinatorics

HSC Course

- Proof by Mathematical Induction
- Introduction to Vectors
- Trigonometric Equations
- Further Calculus Skills
- Applications of Calculus
- The Binomial Distribution

Mathematics Extension 1 is a Board Developed course which is examined in the HSC and may be included in the ten units used for the calculation of an ATAR.

In Year 11 Mathematics Standard 2 and Mathematics Standard 1 share a common Preliminary course.Students choose Mathematics Standard for Year 11. The decision to do Mathematics Standard 2 or Mathematics Standard 1 for the HSC course is made at the end of the Preliminary course.

Mathematics Standard 1 (Year 12)

Category: B	B
Course: Mathematics Standard	
Course No: Preliminary Course 11236 HSC Course 30125	**Contact:** Kenneth Elliott
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.
Prerequisites: The Preliminary Mathematics Standard course assumes that students have studied the content and achieved the outcomes of the Mathematics Years 7-10 Syllabus up to, andincluding, the content and outcomes of Stage 5.1.	
Course Description The Preliminary Mathematics Standard course and the HSC Mathematics Standard 1 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to everyday activity. The course is written in four content strands and the knowledge and skills gained in these strands aligns with Level 3 of the Australian Core Skills Framework. The course is fully prescribed and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students entering the workplace or undertaking further community and workplace training.	
Main Topics Covered **Preliminary Course** ▪ Formulae and Equations ▪ Linear relationships ▪ Applications of Measurement ▪ Working With Time ▪ Money Matters ▪ Data Analysis ▪ Relative Frequency and Probability	 **HSC Course** ▪ Types of Relationships (Algebra) ▪ Right-angled Triangles ▪ Rates ▪ Scale Drawings ▪ Investment ▪ Depreciation and Loans ▪ Further Statistical Analysis ▪ Networks and Paths

Mathematics Standard 1 is a Board Developed course with an optional HSC examination. Students who choose to do the optional HSC examination may include Mathematics Standard 1 in their ATAR calculation. Students who choose **not to sit the optional HSC examination **cannot** include Mathematics Standard 1 in their ATAR calculation.

Only one Category B subject can be included in the ATAR calculation so students who study Mathematics Standard 1 and English Studies students would have to study 12 units for the HSC if they want an ATAR.

Modern History

Category: A	
Course No: 15270	**Contact:** Kate Dixon
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

Course Description

The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the 1700s to the present day using the methods of historical inquiry. Common topics studied at James Fallon High School in the past have included the Russian Revolution, the Cuban Revolution, the Belgian occupation of the Congo, and World War One.

The HSC course provides the opportunity for students to undertake, in depth, a source-based study of 'Power and Authority in the Modern World', with a major focus during this unit on Adolf Hitler and the Nazi Party in Germany. They also study key features and issues related to the history of ONE country during the 20th century, ONE study of a major conflict during the 20th century, and ONE study of change in the modern world.Common topics studied at James Fallon High School in the past have included Russia (1917-1941), the USA(1919-1941), the Vietnam War, the Pacific War, World War Two, the Civil Rights Movement, and the Nuclear Age.

Main Topics Covered

Preliminary Course

- **Part I**: **Investigating Modern History**
  - The Nature of Modern History – at least ONE option
  - Case Studies – at least TWO case studies of countries in the Modern era

- **Part II**: **Historical Investigation**
  Students will select an area of Modern History that interests them and conduct their own investigation about it.

- **Part III: The Shaping of the Modern World**
  - Students investigate forces and ideas that shaped the modern world.
  - At least ONE study from 'The Shaping of the Modern World'

HSC Course

- Part I: Core Study: Power and Authority in the Modern World 1919-1946
- Part II: National Studies
- Part III: Peace and Conflict
- Part IV: Change in the Modern World

Music 1

Category: A	
Course No: 15290	**Contact:** Katrina Joss
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Music 2

Course Description
In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main Topics Covered
Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.

Particular Course

Requirements HSC course
In addition to core studies in performance, composition, musicology and aural, students select **three** electives from any combination of performance, composition and musicology. These electives must represent **each** of the three topics studied in the course.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

Numeracy

Category: B (Content Endorsed Course)	B
Course No: Year 11: 30130 Year 12: 30140	**Contact:** Kenneth Elliott
2 Unit course Content Endorsed Course (CEC), which is not eligible for inclusion in the calculation of the Australian TertiaryAdmissions Rank.	

Course Description

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

As a content endorsed course, Numeracy Stage 6 offers schools the flexibility to determine the nature and emphasis of learning and assessment according to local priorities.

The Numeracy CEC is aligned with ACSF Level 3, as is the HSC minimum standard for numeracy. The course will support students to meet the HSC minimum standard in numeracy.

Main Topics Covered

1.1: Whole numbers
1.2: Operations with whole numbers
1.3: Distance, area and volume
1.4: Time
1.5: Data, graphs and tables
2.1: Fractions and decimals
2.2: Operations with fractions and decimals
2.3: Metric relationships
2.4: Length, mass and capacity
2.5: Chance
3.1: Percentages
3.2: Operations with numbers
3.3: Finance
3.4: Location, time and temperature
3.5: Space and design
4.1: Rates and ratios
4.2: Statistics and probability
4.3: Exploring with NRMT

The Numeracy Stage 6 course is a Content Endorsed Course (CEC). CECs are developed by NESA to address particular needs and may cater for a wide candidature of students. CECs are notexternally examined, and results are not eligible for inclusion in the calculation of the Australian Tertiary Admissions Rank (ATAR).

As a CEC, there is no HSC examination for the Numeracy course

Personal Development, Health and Physical Education

Category: A	
Course No: 15320	**Contact:** Carissa Furze
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

Course Description
Personal Development, Health & Physical Education aims to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

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

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

Preliminary Course

Core Topics (60%)
- Better Health for Individuals
- The Body in Motion

Optional Component (40%)
Two of the following options are studied:
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course

Core Topics (60%)
- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)
Two of the following options are studied:
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

Particular Course Requirements

In addition to core studies, students study **two** options in each of the Preliminary and HSC courses.

Photography, Video and Digital Imaging

Category: B (Content Endorsed Course)	B
NON-ATAR	**Contact:** Katrina Joss

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

Cost: $30

Course Description
Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways ofinterpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.
Students will develop knowledge, skills and understanding through the making of photographs, and/or videosand/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Possible Course Structure:

Course	Units	Hours	Structure
1 Year (Year 11 or Year 12)	2	120	3 - 6 months
2 Year (Year 11 and Year 12)	2	240	6 – 12 months

Main Topics Covered
Modules may be selected in any of the three broad fields of:
- Wet Photography
- Video
- Digital Imaging.

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

Particular Course Requirements
Students are required to keep a diary throughout the course.

Physics

Category: A	
Course No: 15330	**Contact:** Heather Knight
2 units for each of Preliminary and HSC Board Developed Course	**Exclusions:** Nil

Course Description

Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.

The **Preliminary course** develops students' knowledge of kinematics, waves, motion, forces, fields, electricity and magnetism by focusing on increasing students' understanding of current communication technologies. Students develop an understanding of thermodynamics as a pathway to understanding related concepts in many fields involving Science, Technology, Engineering and Mathematics (STEM). Students study the Atomic theory and the laws of conservation of energy and electric charge to understand the electrical and magnetic properties and behaviour of matter.

The **HSC course** builds on the concepts of the Preliminary course by expanding on areas such as complex motion, analysing the forces acting on a system, and the energy transformations taking place within and around the system. Students investigate electric and magnetic fields, the quantum theory and relativity, and space and the expanding universe.

The Preliminary and HSC courses incorporate a depth study (15 hours) to provide opportunities for students to pursue their interests in Physics. This allows students to acquire a depth of understanding, and to take responsibility for their own learning. The depth study can be any type of investigation/activity that a student completes individually or collaboratively that allows the further development on one or more concepts found within or inspired by the syllabus.

Topics Covered

Preliminary Course

Physics Working Scientifically skills
Depth Study

Core Modules

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

HSC Course

Physics Working Scientifically skills
Depth Study

Core Modules

- Advanced mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Working Scientifically skills outcomes. The Working Scientifically outcomes in the Preliminary and HSC courses provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Working Scientifically section of the syllabus.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours ofcourse time in each year, including time allocated to practical investigations in depth studies (15 hours of the 120 indicative hours for each year).

Science – Extension (Year 12)

Category: A	
Course No: 15345	**Contact:** Heather Knight
1 unit HSC Board Developed Course to be studied along with one other science course.	**Exclusions:** Must be in conjunction with one other science course.

Course Description

The Science Extension syllabus focuses on the nature, development and processes of Science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries, and contemporary scientific research. They are challenged to examine a scientific research question drawn from one or more of the scientific disciplines of Biology, Chemistry, Earth and Environmental Science (not offered at JFHS) and Physics. In doing this students extend their knowledge of the discipline/s, conduct further analysis and authentic investigations and, uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Through designing and conducting their own scientific research, initially using small data sets, students deepen and build upon their understanding of analysing and interpreting data.

Students are provided with opportunities to refine and extend their skills of Working Scientifically by applying the processes to contemporary authentic scientific research, gathering and examining evidence in the form of large data set(s),modelling and critically assessing and evaluating the gathered information.

Students interrogate and refine their ideas of and about science through analysing historical cultural observations and significant scientific research within the relevant ethical frameworks and philosophical arguments of the time.

The course is designed for students who have attained a high level of achievement in one or more of the Science disciplines in Year 11 and are planning to pursue further study in Science, Technology, Engineeringor Mathematics (STEM) based courses offered at the tertiary level.

HSC Course - Topics Covered

Students develop a response to a scientific research question that requires the analysis of data from one, or acombination of, the following disciplines:

- Biology
- Chemistry
- Earth and Environmental Science (Not offered at JFHS)
- Physics

Throughout the course students select and develop a scientific research question and develop evidence based responses in the form of a scientific research report that is supported by a scientific research portfolio.

Modules studied:

1. The Foundations of Scientific Thinking
2. The Scientific Research Proposal
3. The Data, Evidence and Decisions
4. The Scientific Research Report

Particular Course Requirements

The Scientific Research Portfolio and Report produced in this course may be an extension of, but must not overlap with or significantly duplicate any depth study attempted in the Year 11 or Year 12 Biology, Chemistry,Earth and Environmental Science, Physics or Investigating Science courses.

Communication and collaboration with scientific researchers, scientists and scientific institutions, both nationally and internationally, can assist students achieve the outcomes of the course. All assistance and materials gathered, including data, must be appropriately referenced and acknowledged using accepted protocols.

Sport, Lifestyle and Recreation Studies

Category: B (Content Endorsed Course)	B
Course: Sport, Lifestyle and Recreation Studies	**Contact:** Carissa Furze

Exclusions: Students may study the Board Developed PDHPE course and SLR, but must not study CEC modules which duplicate PDHPE modules (e.g – First Aid).

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a life long commitment to being physically active and to achieving movement potential.

Through the course students will develop:
- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that affect quality of performance
- an ability to analyse and implement strategies to promote health, physical activity and enhancedperformance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

The course provides the opportunity to specialise in areas of expertise or interest through optional modulessuch as:
- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sports Applications
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sport
- Sports Administration
- Sports Coaching and Training

Visual Arts

Category: A	
Course No: 15400	**Contact:** Katrina Joss
2 units for each of Preliminary and HSC Board Developed Course	**Course Costs: $45** **Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part forassessment in any other subject.

Course Description
Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks,culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Preliminary Course learning opportunities focus on:
- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

HSC Course learning opportunities focus on:
- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

Particular Course Requirements

Preliminary Course:
- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

HSC Course:
- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.

Work Studies

Category: B (Content Endorsed Course)	B
Course: Work Studies	
Content Endorsed Course	**Exclusions**: Nil

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.

This course in Work Studies will assist students:

- to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- to develop an understanding of the changing nature of work organisation and the implications for individuals and society
- to undertake an extended work placement to allow for the development of specific job-related skills
- to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas
- to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

Students who complete the course are not eligible for the calculation of an Australian TertiaryAdmission Rank (ATAR).

The course has two core studies, and elective course modules.
Core 1 – Work and change
Core 2 – Experiencing work

Modules
There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours.

2023 CONSTRUCTION COURSE DESCRIPTOR
CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction

Public Schools NSW Wagga Wagga, RTO 90333

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

Course: **Construction** Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total **Category B for Australian Tertiary Admission Rank(ATAR)**

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways, (Release 6) https://training.gov.au/Training/Details/CPC20220 and the requirements for the Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) https://training.gov.au/Training/Details/CPC20120 as outlined in the TAS.

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

Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.

Units of Competency

Core Units

CPCCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry
CPCCOM1012	Work effectively and sustainably in the Construction Industry
CPCCOM1013	Plan and organise work
CPCCVE1011	Undertake a basic construction project
CPCCOM1015	Carry out measurement and calculations

Refer to the TAS for the qualification packaging rules.

Elective Units

CPCCCM1011	Undertake basic estimation and costing
CPCCOM2001	Read and interpret plans and specifications
CPCCCA2002	Use carpentry tools and equipment
CPCCCA2011	Handle carpentry materials
CPCCCM2006	Apply basic levelling procedures
CPCCCM2005	Use construction tools and equipment
CPCCWHS1001	Prepare to work safely in the construction industry

Delete two options not delivered before use and delete this row.

Option 1	CPCCBL2001 Handle and prepare bricklaying and blocklaying materials CPCCBL2002 Use bricklaying and blocklaying tools and equipment
Option 2	CPCCWF2002 Use wall and floor tilling equipment CPCCCM2013 Undertake basic installation of wall tiles
Option 3	CPCCJN2001 Assemble components CPCCJN3004 Manufacture and assemble joinery components

White Card CPCCWHS1001 - Prepare to work safely in the construction industry. **The General Construction Induction Training (White Card) will be delivered as part of this course.**	Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.

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

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

▪ This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.	• This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

Examples of occupations in the construction industry:

- This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites
- Carpentry
- Joinery
- Bricklaying
- builder's labourer.

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be `N` determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - $xxxx HSC - $xxxx **School Specific equipment and associate requirements for students**	**Refunds** Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

A school-based traineeship is available in this course, CPC20220 Certificate II in Construction Pathways, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships

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

2023 HOSPITALITY COURSE DESCRIPTOR
SIT20416 Certificate II in Kitchen Operations
Public Schools NSW Wagga Wagga, RTO 90333

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

Course: Hospitality Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank(ATAR)

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20416 Certificate II in Kitchen Operations (Release 1) https://training.gov.au/Training/Details/SIT20416

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

Recommended Entry Requirements

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

Units of Competency

Core		Electives	
BSBWOR203	Work effectively with others	SITXFSA002	Participate in safe food handling practices
SITXFSA001	Use hygienic practices for food safety	SITHIND002	Source and use information on the hospitality industry
SITXWHS001	Participate in safe work practices	SITHCCC003	Prepare and present sandwiches
SITXINV002	Maintain the quality of perishable items	SITHCCC002	Prepare and present simple dishes
SITHCCC001	Use food preparation equipment	BSBSUS201	Participate in environmentally sustainable work practices
SITHCCC005	Prepare dishes using basic methods of cookery	SITHCCC006	Prepare appetisers and salads
SITHCCC011	Use cookery skills effectively		
SITHKOP001	Clean kitchen premises and equipment		

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

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

Working within the hospitality industry involves
- organising information and records in both paper and electronic forms
- customer (client) service
- teamwork
- using technologies
- creating documents

Examples of occupations in the kitchen operations industry:

- breakfast cook
- catering assistant
- fast food cook
- sandwich hand
- take-away cook
- function cook

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be `N` determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - $xxxx HSC - $xxxx **School Specific equipment and associate requirements for students**	**Refunds** Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

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

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

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

2023 INFORMATION and DIGITAL TECHNOLOGY COURSE DESCRIPTOR
ICT30120 Certificate III in Information Technology
Public Schools NSW, Wagga Wagga, RTO 90333

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

Course: **Information and Digital Technology** Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information Technology (Release 3) https://training.gov.au/Training/Details/ICT30120

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve 12 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

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

Units of Competency

Core

BSBCRT301	Develop and extend critical and creative thinking skills
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients

Refer to the TAS for the qualification packaging rules.

Electives

BSBWHS311	Assist with maintaining workplace safety
ICTICT214	Operate application software packages
ICTSAS308	Run standard diagnostic tests
ICTWEB304	Build simple web pages
ICTWEB305	Produce digital images for the web
ICTWEB306	Develop web presence using social media

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

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

Working within the Information Technology industry involves customer (client) service

- using technology to organise information
- creativity
- critical thinking
- problem solving

Examples of occupations in the Information Technology industry

- Analyst programmer, IT Manager, Motion Graphics Designer, Web Developer, Network professional Systems Analyst

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be `N` determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Information and Digital Technology is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - $xxxx HSC - $xxxx **School Specific equipment and associated requirements for students**	**Refunds** Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

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

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

2023 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTOR
MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways

Public Schools NSW, Wagga Wagga RTO 90333

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

Course: **Manufacturing and Engineering - Introduction** Board Endorsed Course **240 hour**	2 or 4 Preliminary and/or HSC units in total **There is not an Australian Tertiary Admission Rank (ATAR) option for this course**

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways https://training.gov.au/Training/Details/MEM10119 and https://training.gov.au/Training/Details/MEM20413 as outlined in the TAS.

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

Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a manufacturing engineering industry. Students should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.

Units of Competency

Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE006A	Undertake a basic engineering project
MEMPE005A	Develop a career plan for the engineering and manufacturing industry

Refer to the TAS for the qualification packaging rules.

Electives:

MEM16006	Organise and communicate information
MEM11011	Undertake manual handling
MEM12024	Perform computations
MEM18001	Use hand tools
MEM18002	Use power tools/hand held operations
MEM16008	Interact with computing technology
MEM07032	Use workshop machines for basic operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE004A	Use fabrication equipment

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

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

This qualification defines entry-level skills and knowledge to assist workers entering employment as engineering/manufacturing employees within the metal, engineering, manufacturing and associated industries.

Examples of occupations in the Manufacturing and Engineering industry:

- fitter
- machinist
- refrigeration and air conditioning mechanic
- toolmaker
- maintenance fitter

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be `N` determined as required by NESA.

External Assessment There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - $xxxx HSC - $xxxx **School Specific equipment and associate requirements for students**	**Refunds** Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

A school-based traineeship is NOT available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships

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

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

2023 RETAIL SERVICES COURSE DESCRIPTOR
SIR30216 Certificate III in Retail
Public Schools NSW Wagga Wagga, RTO 90333

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

Course: **Retail Services** Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)

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

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

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

Units of Competency

Core	**Electives**
SIRXCEG001 Engage the customer	SIRXMER001 Produce visual merchandise displays
SIRXWHS002 Contribute to workplace health and safety	SIRXPDK001 Advise on products and services
SIRXRSK001 Identify and respond to security risks	SIRRINV001 Receive and handle retail stock
SIRXSLS001 Sell to the retail customer	SIRRINV002 Control stock
SIRXIND001 Work effectively in a service environment	SIRXIND002 Organise and maintain the store environment
SIRXCOM002 Work effectively in a team	SIRXSLS002 Follow point-of-sale procedures
SIRXCEG002 Assist with customer difficulties	
SIRXCEG003 Build customer relationships and loyalty	
Refer to the TAS for the qualification packaging rules.	

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

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

Working within the retail services industry involves ▪ engaging the customer ▪ maintaining daily store operations	▪ delivering on organisational expectations ▪ having a sound knowledge of product and service offerings.

Examples of occupations in the retail services industry:

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

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

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

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

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

Course Cost: Preliminary - $xxxx HSC - $xxxx **School Specific equipment and associate requirements for students**	**Refunds** Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

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

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

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