



James Fallon High School

Preliminary & HSC

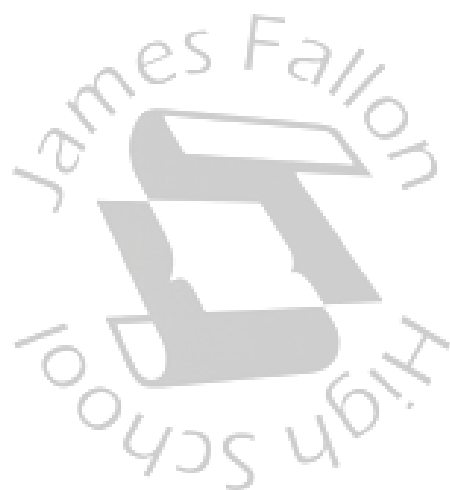
Course Booklet

2022-2023

Together we succeed

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HSC BOARD DEVELOPED COURSES RECOMMENDED FOR AN ATAR

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Aboriginal Studies	Aboriginal Studies		
Agriculture	Agriculture		
Ancient History	Ancient History		HSC Extension History
Biology	Biology		Science Extension
Business Studies	Business Studies		
Chemistry	Chemistry		Science Extension
Community & Family Studies	Community & Family Studies		
Construction	Construction		
Dance	Dance		
Design & Technology	Design & Technology		
Drama	Drama		
Economics	Economics		
English Advanced	English Advanced	English Extension 1	English Extension 2
English Standard	English Standard		
Food Technology	Food Technology		
Geography	Geography		
Hospitality	Hospitality		
Information and Digital Technology	Information and Digital Technology		
Industrial Technology	Industrial Technology		
Information Processes & Technology	Information Processes & Technology		
Investigating Science	Investigating Science		
Legal Studies	Legal Studies		
Mathematics	Numeracy		
	Mathematics Standard 1		
	Mathematics Standard 2		
	Mathematics Advanced	Mathematics Extension 1	Mathematics Extension 2
Modern History	Modern History		HSC Extension History
Music 1	Music 1		
Personal Development/ Health & Physical Education	Personal Development/ Health and Physical Education		
Physics	Physics		Science Extension
Retail Services	Retail Services		
Visual Arts	Visual Arts		

HSC COURSES THAT *DO NOT* COUNT TOWARDS AN ATAR

*(One only can be selected from this list if you want an ATAR
and it cannot be English Studies unless attempting the exam)*

Subject	Preliminary & HSC 2 Unit (2 Unit)
English Studies	English Studies
Mathematics Standard 1	Mathematics Standard*/Mathematics Standard 1
Photography & Digital Imaging	Photography & Digital Imaging
Sport, Lifestyle & Recreation	Sport, Lifestyle & Recreation
Work Studies	Work Studies

*The Mathematics Standard Preliminary Course is a Category A course which leads to the study of either the Mathematics Standard 2 HSC Course [Category A + ATAR] or the Mathematics Standard 1 HSC Course [Category B, no ATAR without optional exam].

VOCATIONAL EDUCATION AND TRAINING SUBJECTS (VET)

Course	Qualification
Information and Digital Technology	Statement of attainment towards ICT30118 Certificate III in Information, Digital Media and Technology
Manufacturing and Engineering - Introduction	MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways
Retail Services	SIR30216 Certificate III in Retail
Hospitality	SIT20416 Certificate II in Kitchen Operations
Construction	CPC20211 Certificate II in Construction Pathways

INTRODUCTION: STUDYING THE HSC IN 2022 AND 2023



Before The HSC...Taking the plunge

The Higher School Certificate (HSC) is the NSW testamur of senior schooling achievement. It is overseen by the NSW Education Standards Authority and administered by NSW teachers.

It is often seen as a very daunting process, one where many challenges are faced by both students and their parents, particularly if this experience is a new one for them.

At James Fallon High School:

- the teachers who facilitate the courses are experts in the subject area and/or being mentored by someone who is. This means that the courses are delivered in an appropriate manner.
- there is a wealth of experience in the subject areas offered. Many staff have marked the HSC examinations in their teaching area. This means that the teachers have an excellent knowledge of the HSC syllabuses in their teaching area, and a great deal of knowledge on the most successful delivery of their curriculum to the students in their course.
- students are supported throughout their HSC with a clearly defined procedure for studying their subjects and being assessed in them. Students are monitored closely by their Year Advisor and the School Executive.

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 own challenges – and these are at a senior level of the scale. The workload will literally double in some cases, 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 3 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.

Jade Lieschke
DEPUTY PRINCIPAL

THE 17 YEAR LEAVING AGE: A BRIEF EXPLANATION

Below is the legislation in point form, taken from

<https://schoolsequella.det.nsw.edu.au/file/28df6617-25f9-4b02-a876-94eae848bd9d/1/new-school-leaving-age-english.pdf>

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.



HOW TO CHOOSE YOUR PRELIMINARY COURSE SUBJECTS

To use this Information Booklet successfully, students should follow the steps below as a checklist:

1. Read this book carefully. **If you lose it, the information will be on the school's website.**
2. Discuss possible future paths with your parents or carers, and trusted experienced people, such as your Year Advisor.
3. Look at your own strengths and weaknesses. Identify your abilities in studying the HSC (remembering that all students are capable of extending their abilities over HSC period if they work at it).
4. Continue to work on aspirations with the Careers Advisor.
5. Participate in the Futures Interviews
6. Choose the pattern of study needed to satisfy your aspirations and abilities.
7. Check that your choices satisfy the requirements for the HSC.
8. Use all the experts around you – Teachers, Head Teachers, Student Advisor, Careers Advisor, Deputy Principals and the Principal – to see that you have chosen the appropriate courses for you.
9. Be prepared to change your choices on advice and subject availability during this process. **It is anticipated that there will be very little change to subject choices after the selection process has taken place, so choose carefully.**

MANDATORY REQUIREMENTS FOR HSC STUDENTS

If you wish to be awarded the HSC:

You must have satisfactorily completed courses that meet the pattern of study required by the Board of Studies for the award of the High School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements of each course.

You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:

- at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
- at least 3 courses of 2 units value or higher
- at least 4 subjects.

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 context 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 parents and 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 Life Skills 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.

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 from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (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, a 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.

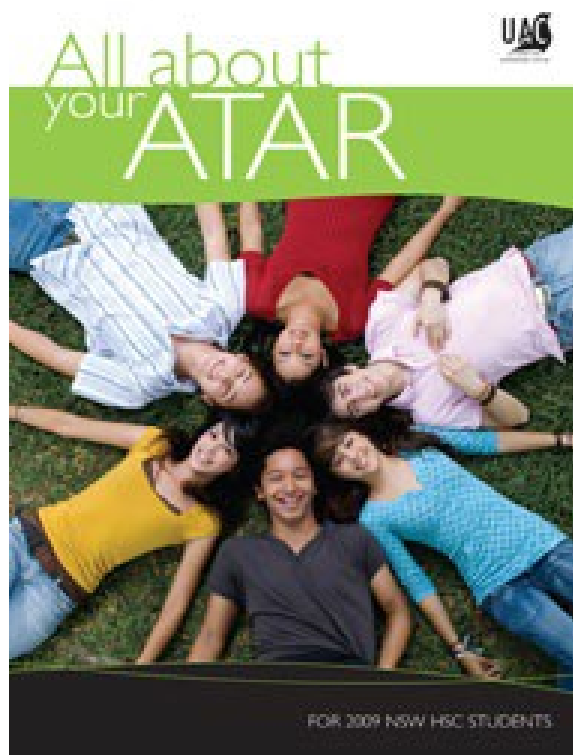
Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered 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 NSW Education Standards Authority (NESA)

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

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 2022, students will commence study in the Preliminary HSC for either:

- HSC *with* ATAR
- HSC *without* ATAR
- a course of study that satisfies the legislation requirements for the 17 Years Leaving Age.

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.

WHAT TYPES OF COURSES CAN I SELECT?

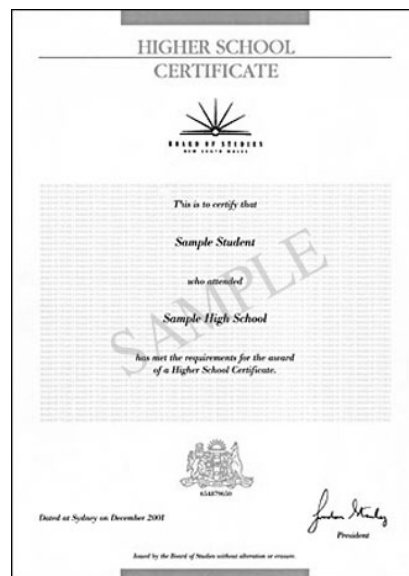
There are different types of courses that you can select in Years 11 and 12.

Board Developed Courses

These courses are developed by the Board of Studies.
There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the ATAR.



Board Endorsed Courses

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- **Content Endorsed Courses (CECs)** have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses.
Most HSC VET courses delivered by TAFE are Content Endorsed Courses.
- Schools may also design **special courses** to meet student needs. These courses must be approved by the Board of Studies. Once approval is granted, schools offer selected courses to senior students as part of the HSC.

Some Board Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the High School Certificate and appear on your Record of Achievement.

WHAT ARE UNITS?

All courses offered for the HSC have a UNIT value.

Subjects may have a value of 1 unit or 2 units. Most courses are 2 unit.

Each unit involves class time of approximately 2 hours per week (60 hours per year).

In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 UNIT COURSE

This is the basic structure for all courses. It has a value of 100 marks.

EXTENSION COURSE

Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History and VET.

NOTE: English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension courses in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course. HSC Extension courses in subjects other than English and Mathematics, such as History Extension, are offered and examined in Year 12 only.

1 UNIT COURSE

1 unit equals approximately 2 hours of class time each week or 60 hours per year.

There are a number of 1 Unit Board Endorsed Courses. These courses do not count in the ATAR.

VOCATIONAL EDUCATION AND TRAINING (VET, SVET AND TVET)

The role vocational education and training (VET) courses play in helping students prepare for further education, training and employment is widely recognised by key stakeholders in education.

Students in NSW have the option of studying VET courses at school or through TAFE NSW.

For NSW school students in Years 11 & 12, VET is 'dual accredited'.

Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification (Certificate or Statement of Attainment).

Courses within Industry Curriculum Frameworks count as a Board Developed course and are credited towards the HSC. They include a HSC examination, which provides the opportunity for students to have this mark contribute to the calculation of their ATAR.

The VET courses offered at JFHS are:

Course name	Course category	Mandatory Work Placement
Construction	Category B	70 hours
Information and Digital Technology	Category B	70 hours
Hospitality	Category B	70 hours
Retail Services	Category B	70 hours
Manufacturing and Engineering - Introduction	Board Endorsed Course (non ATAR)	35 hours

VET at TAFE

VET Framework courses are available in other industry areas and are delivered by TAFE (TVET). A wide range of Content Endorsed and Board Endorsed VET courses are available through TAFE. These are non-Framework courses and will not contribute to an ATAR.

NOTE:

- JFHS students wishing to study a TAFE delivered VET course must be able to demonstrate that they are capable of independent learning. These are students who can take initiative and make good decisions without needing help from teachers.
- Students wishing to study a course at TAFE must also study 12 units at JFHS. This amount of study is reviewed during the year, but students commence study with the full complement of subjects at school as well as their two TAFE units.
- Students interested in TAFE courses should discuss these options with the Deputy Principal Curriculum, in conjunction with the Careers Advisor.
- Any student interested in studying a TAFE course **MUST** submit an expression of interest to Mrs Lieschke by the end of Week 6.

CONTENT ENDORSED COURSES OTHER THAN VOCATIONAL (CECS) OFFERED AT JFHS IN 2022 & 2023

JFHS offers:

- English Studies – 2 Unit Course
- Mathematics General 1 – 2 Unit course in year 12
- Numeracy
- Photography, Video and Digital Imaging - 2 Unit course
- Sport Recreation and Lifestyle – 2 Unit Course
- Work Studies – 2 Unit Course

Note: results from CEC courses do not count for calculation of the ATAR.

Exclusions applying to CECs are listed in the course descriptions in Part 2 of this booklet.

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.

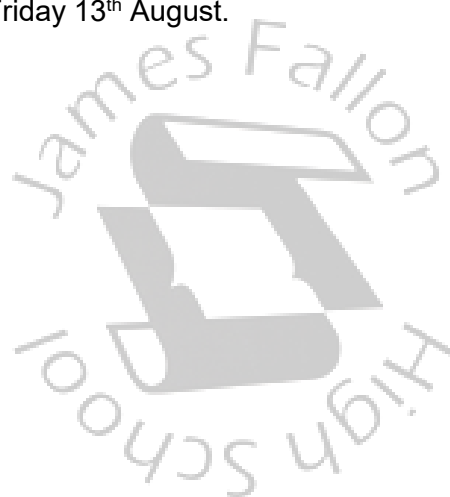
FUTURES INTERVIEWS

To assist in guiding student 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 weeks three and four 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.

Parents/Carers will be encouraged to book a Futures Interview via the Compass App. Each interview will take approximately 20 minutes and will be conducted between 9am-3pm from Monday the 2nd of August until Friday 13th August.



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.

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

POST SCHOOL PATHWAYS

University

Associate Degree
Bachelor Degree
Bachelor Honours
Masters Degree
Doctorate Degree

SCHOOL REQUIREMENTS
- Category A Subjects
- 12 Units of Study

Training

Certificate
Diploma
Advanced Diploma
Graduate Certificate
Graduate Diploma

SCHOOL REQUIREMENTS
Either:
- All Category A Subjects
OR
- A Mixture of Category A & B Subjects
- 12 Units of Study
- VET Subjects

Apprenticeship/ Traineeship

Certificate
Diploma

SCHOOL REQUIREMENTS
Either:
- All Category A Subjects
OR
- A Mixture of Category A & B Subjects
- 12 Units of Study
OR
- A Mixture of Category A & B Subjects
- 12 Units of Study
- VET Subjects

SUBJECT DESCRIPTIONS OF COURSES OFFERED AT JFHS IN 2022/2023

CATEGORY 'A' SUBJECT

ABORIGINAL STUDIES

CONTACT: Mr Richard Leahy

Course: Aboriginal Studies	Course No: 15000
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 Studies acknowledges the contribution of Aboriginal cultures and communities to Australian society. Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students 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 study national 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%) <ul style="list-style-type: none"> • 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%) <ul style="list-style-type: none"> • 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%) <ul style="list-style-type: none"> • Location, environment and features of an international Indigenous community • Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to: <ul style="list-style-type: none"> – Aboriginality and the Land – Heritage and Identity 	Part IV – Research and Inquiry Methods: Local Community Case Study – (25%) <ul style="list-style-type: none"> • 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 to TWO of the following topics: <ol style="list-style-type: none"> 1. Health 2. Education 3. Housing 4. Employment 5. Criminal Justice 6. Economic Independence. 	Part II – (20%) Aboriginality and the Land <ul style="list-style-type: none"> • The Land Rights movement and the recognition of native title • Government policies and legislation • Non-Aboriginal responses OR Heritage and Identity <ul style="list-style-type: none"> • 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

CONTACT: Ms Heather Knight

Course: Agriculture	Course No: 15010
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description <p>Agriculture is the study of food and fibre, marketing and production of both plant and animal products.</p> <p>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.</p> <p>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.</p>	
Topics Covered Preliminary Course Core Modules <ul style="list-style-type: none"> • Overview • Farm Case Study • Plant Production • Animal Production 	HSC Course Core Modules <ul style="list-style-type: none"> • Plant/Animal Production • Farm Product Study Option of one of the following modules <ul style="list-style-type: none"> • Climate challenge • Farming for the 21st century • Agri-food, Fibre and Fuel Technologies
Particular Course Requirements <p>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.</p>	

ANCIENT HISTORY

CONTACT: Mrs Ainsley Vigar

<p>Course: HSC Ancient History 2 units for each of Preliminary and HSC Board Developed Course</p>	<p>Course No: 15020</p> <p>Exclusions: Nil</p>
<p>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 by historians and archaeologists.</p> <p>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.</p>	
<p>Main Topics Covered Preliminary Course</p> <ul style="list-style-type: none"> ▪ Part I: Investigating Ancient History <ul style="list-style-type: none"> o The Nature of Ancient History o 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. <p>HSC Course</p> <ul style="list-style-type: none"> ▪ Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum ▪ Part II: Ancient Societies ▪ Part III: Personalities in their Times ▪ Part IV: Historical Periods 	
<p>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.</p>	

BIOLOGY

CONTACT: Ms Heather Knight

Course: Biology	Course No: 15030
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description Biology is the study of living organisms, life processes and interactions between organisms and their environment.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>Topics Covered</p> <p>Preliminary Course Biology Working Scientifically skills Depth Study</p> <p>Core Modules</p> <ul style="list-style-type: none"> Cells as the Basis of Life Organisation of Living Things Biological Diversity Ecosystem Dynamics 	<p>HSC Course Biology Working Scientifically skills Depth Study</p> <p>Core Modules</p> <ul style="list-style-type: none"> Heredity Genetic Change Infectious Disease Non-infectious Disease and Disorders
<p>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.</p> <p>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).</p>	

BUSINESS STUDIES

CONTACT: Mr Richard Leahy

Course: Business Studies	Course No: 15040
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>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.</p> <p>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.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Nature of Business (20%) ▪ Business Management (40%) ▪ Business Planning (40%) <p>HSC Course</p> <ul style="list-style-type: none"> ▪ Operations (25%) ▪ Marketing (25%) ▪ Finance (25%) ▪ Human Resource (25%) 	
<p>Particular Course Requirements In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business.</p>	

CHEMISTRY

CONTACT: Ms Heather Knight

Course: Chemistry	Course No: 15050
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>Topics Covered</p> <p>Preliminary Course Chemistry Working Scientifically skills Depth Study</p> <p>Core Modules</p> <ul style="list-style-type: none"> ▪ Properties and Structure of Matter ▪ Introduction to Quantitative Chemistry ▪ Reactive Chemistry ▪ Drivers of Reactions 	<p>HSC Course Chemistry Working Scientifically skills Depth Study</p> <p>Core Modules</p> <ul style="list-style-type: none"> ▪ Equilibrium and Acid Reactions ▪ Acid/base Reactions ▪ Organic Chemistry ▪ Applying Chemical Ideas
<p>Particular Course Requirements</p> <p>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.</p> <p>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).</p>	

COMMUNITY AND FAMILY STUDIES

CONTACT: Mr Richard Leahy

Course: Community and Family Studies	Course No: 15060
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>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 sociocultural, economic and political factors.</p>	
<p>Main Topics Covered Preliminary Course</p> <ul style="list-style-type: none"> ▪ 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). <p>HSC Course</p> <ul style="list-style-type: none"> ▪ Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time). ▪ Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time). ▪ Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). <p>HSC Option Modules Select one of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> ▪ 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. 	
<p>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.</p>	

DANCE

CONTACT: Ms Katrina Joss

Course: Dance	Course No: 15070
<p>2 units for each of Preliminary and HSC Board Developed Course Course Costs: \$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.</p>	
<p>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 a wide 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:</p> <ul style="list-style-type: none"> ▪ Performance (40%) ▪ Composition (20%) ▪ Appreciation (20%) ▪ Additional (20%)(to be allocated by the teacher to suit the specific circumstances/context of the class). <p>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</p> <ul style="list-style-type: none"> ▪ Core (60%) Performance 20%, Composition 20%, Appreciation 20% ▪ Major Study (40%) Performance or Composition or Appreciation or Dance and Technology. 	
<p>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 <i>Course Prescriptions</i>, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.</p>	

DESIGN AND TECHNOLOGY

CONTACT: Mr Rick Duffy

Course: Design and Technology	Course No: 15080
2 units for each of Preliminary and HSC Board Developed Course	Course Costs: \$40 Exclusions: Nil
<p>Course Description</p> <p>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.</p> <p>The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. 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 discuss its impact on Australian society.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>Involves both theory and practical work in Designing and Producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.</p> <p>HSC Course</p> <p>Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses 3 key areas: project proposal and project management, project development and realisation, and project evaluation.</p>	
<p>Particular Course Requirements</p> <p>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.</p> <p>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.</p>	

CATEGORY 'A' SUBJECT

DRAMA

CONTACT: Ms Katrina Joss

Course: Drama	Course No: 15090
<p>2 units for each of Preliminary and HSC Board Developed Course Course Costs: \$27 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.</p>	
<p>Course Description Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p>Preliminary Course Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p>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.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles</p> <p>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.</p>	
<p>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 <i>Course Prescriptions</i> 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.</p>	

EARTH AND ENVIRONMENTAL SCIENCE

CONTACT: Ms Heather Knight

Course: Earth and Environmental Science	Course No: 11100 / 15100
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description <p>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.</p> <p>The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.</p>	
Topics Covered <p>The Year 11 course consists of four modules:</p> <p>Module 1 Earth's Resources</p> <p>Module 2 Plate Tectonics</p> <p>Module 3 Energy Transformations</p> <p>Module 4 Human Impacts</p>	<p>The Year 12 course consists of four modules:</p> <p>Module 5 Earth's Processes</p> <p>Module 6 Hazards</p> <p>Module 7 Climate Science</p> <p>Module 8 Resource Management</p>
Particular Course Requirements <p>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.</p> <p>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.</p> <p>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.</p> <p>Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.</p>	

ECONOMICS

CONTACT: Mr Richard Leahy

Course: Economics	Course No: 15110
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 those courses. (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 Topics Covered - Preliminary Course: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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)

CONTACT: Mrs Ainsley Vigar

Course: English (Advanced)	Course No: 15140
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Standard); Fundamentals of English; English (ESL)
<p>Course Description</p> <p>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.</p> <p>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.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course – The course has three sections:</p> <ul style="list-style-type: none"> ▪ Common Module: Reading to Write ▪ Module A: Narratives that Shape Our World ▪ Module B: Critical Study of Literature <p>HSC Course – The course has four sections:</p> <ul style="list-style-type: none"> ▪ Common Module: Texts and Human Experiences ▪ Module A: Textual Conversations ▪ Module B: Critical Study of Literature ▪ Module C: The Craft of Writing 	
<p>Particular Course Requirements</p> <p>In both the Preliminary and HSC English (Advanced) Courses students are required to:</p> <ul style="list-style-type: none"> ▪ 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. <p>HSC English (Advanced) Course requires the close study of:</p> <ul style="list-style-type: none"> ▪ 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 one of the other categories. ▪ At least ONE related text in the common module. 	

CATEGORY 'A' SUBJECT

ENGLISH (STANDARD)

CONTACT: Mrs Ainsley Vigar

Course: English (Standard)	Course No: 15130
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Advanced); English (ESL); English (Extension)
Course Description <p>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.</p> <p>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.</p>	
Main Topics Covered <p>Preliminary Course – The course has three sections:</p> <ul style="list-style-type: none"> ▪ Common Module: Reading to Write: Transitioning to Senior English ▪ Module A: Contemporary Possibilities ▪ Module B: Close Study of Literature <p>HSC Course – The course has four sections:</p> <ul style="list-style-type: none"> ▪ 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 <p>In the Preliminary English (Standard) Course students are required to:</p> <ul style="list-style-type: none"> ▪ 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. <p>HSC English (Standard) Course requires the close study of:</p> <ul style="list-style-type: none"> ▪ 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

CONTACT: Mrs Ainsley Vigar

Courses: Preliminary English Extension HSC English Extension 1 HSC English Extension 2	Course No: 11150 Course No: 15160 Course No: 15170
<p>1 unit of study for each of Preliminary and HSC</p> <p>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</p> <p>Exclusions: English (Standard); Fundamentals of English; English (ESL)</p>	
<p>Course Description</p> <p>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.</p> <p>In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.</p> <p>In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course – The course has two sections:</p> <ul style="list-style-type: none"> ▪ Module: Texts, Culture and Value ▪ Research Project: Students research ONE canonical text and its manifestations in recent cultures. <p>Extension I Course – The course has one section:</p> <ul style="list-style-type: none"> ▪ Common Module: Literary Worlds with ONE elective option <ul style="list-style-type: none"> - Literary Homelands - Worlds of Upheaval - Reimagined Worlds <p>Extension II Course – The course has three sections:</p> <ul style="list-style-type: none"> ▪ Composition Process ▪ Major Work ▪ Reflection Statement ▪ The Major Work Journal 	
<p>Particular Course Requirements</p> <p>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.</p> <p>HSC English Extension Course 1 requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2009–2012 Electives and Prescribed Texts).</p> <p>HSC English Extension Course 2 requires completion of a Major Work and a statement of reflection.</p>	

FOOD TECHNOLOGY

CONTACT: Mr Rick Duffy

Course: Food Technology	Course No: 15180
2 units for each of Preliminary and HSC Board Developed Course	Course Costs: \$60 Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>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.</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Food Availability and Selection (30%) ▪ Food Quality (40%) ▪ Nutrition (30%) <p>HSC Course</p> <ul style="list-style-type: none"> ▪ Involves the study of The Australian Food Industry(25%), Food Manufacture(25%), Food Product Development(25%) and Contemporary Nutrition(25%). 	
<p>Particular Course Requirements</p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues. Researching, analysing, communicating, experimenting and preparing, designing, implementing and evaluating skills will be developed throughout the course.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>	

Students choosing Food Technology in Years 11 and 12 should consider that, unlike Food Technology in the junior school, this course is primarily theoretically based. Practical learning activities undertaken are related to the scientific experimentation of food. Course costs are \$60 in the Preliminary year.

GEOGRAPHY

CONTACT: Mr Richard Leahy

Course: Geography	Course No: 15190
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>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.</p> <p>The course has many dimensions, which are explored through virtual and physical fieldwork. 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.</p>	
<p>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.</p> <p>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.</p> <p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>	
<p>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.</p>	

HSC HISTORY EXTENSION (YEAR 12)

CONTACT: Mrs Ainsley Vigar

Course: HSC History Extension	Course No: 15280
1 unit HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>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.</p> <p>In Part II, students design, undertake and communicate their own historical investigation on a topic of their choice.</p> <p>Main Topics Covered</p> <p>Part I: Constructing History:</p> <ul style="list-style-type: none"> ▪ Key Questions <ul style="list-style-type: none"> 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 <p>Students will investigate one case study from a wide selection of ancient, medieval and early modern, modern and Australian options.</p> <p>Part II: History Project</p> <p>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.</p>	
<p>Particular Course Requirements</p> <p>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 enrol in History Extension.</p>	

INDUSTRIAL TECHNOLOGY – TIMBER, METAL OR AUTOMOTIVE

CONTACT: Mr Rick Duffy

Course: Industrial Technology – Timber, Metal or Automotive	Course No: 15200
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 I Technologies; Timber Products and Furniture Technologies.	
Preliminary Course The following sections are taught in relation to the relevant focus area: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Industry Study (15%) • Major Project (60%) <ul style="list-style-type: none"> ▪ 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 will also undertake a study of the overall industry related to the specific focus area industry.	

CATEGORY 'A' SUBJECT

INVESTIGATING SCIENCE

CONTACT: Ms Heather Knight

Course: Investigating Science	Course No:
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>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 range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.</p> <p>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.</p> <p>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 between a 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.</p>	
<p>Topics Covered</p> <p>Preliminary Course</p> <p>Core Modules</p> <ul style="list-style-type: none"> ▪ Cause and Effect – Observing ▪ Cause and Effect – Inferences and Generalisations ▪ Scientific Models ▪ Theories and Laws 	<p>HSC Course</p> <p>Core Modules</p> <ul style="list-style-type: none"> ▪ Scientific Investigations ▪ Technologies ▪ Fact or Fallacy? ▪ Science and Society
<p>Particular Course Requirements</p> <p>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.</p> <p>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).</p>	

LEGAL STUDIES

CONTACT: Mr Richard Leahy

Course: Legal Studies	Course No: 15220
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>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.</p> <p>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.</p> <p>Preliminary Course (from 2010)</p> <ul style="list-style-type: none"> ▪ 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) <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p> <p>HSC Course (2010)</p> <ul style="list-style-type: none"> ▪ Crime (30% of class time) ▪ Human rights (20% of class time) ▪ Additional Focus Studies (50% of class time) <p>Students will study two focus studies chosen from:</p> <ul style="list-style-type: none"> ▪ Consumers ▪ Family ▪ Global environment ▪ Indigenous peoples ▪ Shelter ▪ Workplace ▪ World order. <p>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.</p>	
Particular Course Requirements No special requirements	

MATHEMATICS COURSE OVERVIEW INFORMATION 2022/2023

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 examination have 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.

CATEGORY 'A' SUBJECT

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

CONTACT: Mr Ken Elliott

Course: Mathematics Standard	Course No: Year 11 Course 11236 Year 12 Course 15236
<p>2 Unit course. Board Developed Course</p> <p>Prerequisites: For students who intend to study the Mathematics Standard 2 course, it is recommended that they study the Stage 5.2 content of <i>Mathematics Years 7–10 Syllabus</i>.</p> <p>Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.</p>	
<p>Course Description</p> <p>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.</p> <p>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.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Formulae and Equations ▪ Linear relationships ▪ Applications of Measurement ▪ Working With Time ▪ Money Matters ▪ Data Analysis ▪ Relative Frequency and Probability 	<p>HSC Course</p> <ul style="list-style-type: none"> ▪ 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.

CATEGORY 'A' SUBJECT

MATHEMATICS ADVANCED

CONTACT: Mr Ken Elliott

Course: Mathematics Advanced	Course No: Year 11 Course 11255 Year 12 Course 15255		
<p>2 unit course. Board Developed Course</p> <p>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 geometric shapes substrands of the Stage 5.3 course.</p> <p>Exclusions: Mathematics Standard</p>			
<p>Course Description</p> <p>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.</p>			
<p>Main Topics Covered</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Working With Functions ▪ Trigonometry and Measure of Angles ▪ Trigonometric Functions and Identities ▪ Introduction to Differentiation ▪ Logarithms and Exponentials ▪ Probability and Discrete Probability Distributions </td><td style="vertical-align: top; width: 50%;"> <p>HSC Course</p> <ul style="list-style-type: none"> ▪ Graphing Techniques ▪ Trigonometric Functions and Graphs ▪ Differential Calculus ▪ The Second Derivative ▪ Integral Calculus ▪ Modelling Financial Situations ▪ Descriptive Statistics and Bivariate Data Analysis ▪ Random Variables </td></tr> </table>		<p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Working With Functions ▪ Trigonometry and Measure of Angles ▪ Trigonometric Functions and Identities ▪ Introduction to Differentiation ▪ Logarithms and Exponentials ▪ Probability and Discrete Probability Distributions 	<p>HSC Course</p> <ul style="list-style-type: none"> ▪ Graphing Techniques ▪ Trigonometric Functions and Graphs ▪ Differential Calculus ▪ The Second Derivative ▪ Integral Calculus ▪ Modelling Financial Situations ▪ Descriptive Statistics and Bivariate Data Analysis ▪ Random Variables
<p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Working With Functions ▪ Trigonometry and Measure of Angles ▪ Trigonometric Functions and Identities ▪ Introduction to Differentiation ▪ Logarithms and Exponentials ▪ Probability and Discrete Probability Distributions 	<p>HSC Course</p> <ul style="list-style-type: none"> ▪ 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.

CATEGORY 'A' SUBJECT

MATHEMATICS EXTENSION 1

CONTACT: Mr Ken Elliott

Course: Mathematics Extension 1	Course No: Year 11 Course 11250 Year 12 Course 15250
<p>1 unit course. Board Developed Course</p> <p>Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 topics <i>Polynomials</i>, <i>Logarithms</i>, <i>Functions and Other Graphs</i> and <i>Circle Geometry of Mathematics Years 7–10 Syllabus</i>.</p> <p>Exclusions: Mathematics Standard</p>	
<p>Course Description</p> <p>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.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Further Work With Functions ▪ Polynomials ▪ Inverse Trigonometric Functions ▪ Further Trigonometric Identities ▪ Rates of Change ▪ Working with Combinatorics 	<p>HSC Course</p> <ul style="list-style-type: none"> ▪ 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.

MODERN HISTORY

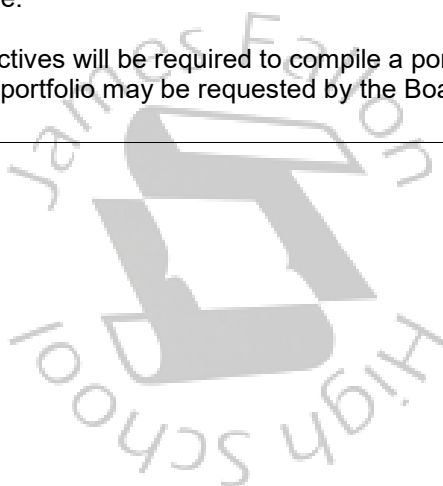
CONTACT: Mrs Ainsley Vigar

Course: HSC Modern History 2 units for each of Preliminary and HSC Board Developed Course	Course No: 15270 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 20 th century, ONE study of a major conflict during the 20 th 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 <ul style="list-style-type: none"> ▪ Part I: Investigating Modern History <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Students investigate forces and ideas that shaped the modern world. ○ At least ONE study from 'The Shaping of the Modern World' HSC Course <ul style="list-style-type: none"> ▪ 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

CONTACT: Ms Katrina Joss

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



PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

CONTACT: Ms Carissa Furze

Course: Personal Development, Health and Physical Education		Course No: 15320
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil
<p>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.</p> <p>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.</p> <p>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.</p>		
<p><u>Preliminary Course</u></p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> ▪ Better Health for Individuals ▪ The Body in Motion <p>Optional Component (40%) Two of the following options are studied:</p> <ul style="list-style-type: none"> ▪ First Aid ▪ Composition and Performance ▪ Fitness Choices ▪ Outdoor Recreation 		<p><u>HSC Course</u></p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> ▪ Health Priorities in Australia ▪ Factors Affecting Performance <p>Optional Component (40%) Two of the following options are studied:</p> <ul style="list-style-type: none"> ▪ The Health of Young People ▪ Sport and Physical Activity in Australian Society ▪ Sports Medicine ▪ Improving Performance ▪ Equity and Health
<p>Particular Course Requirements In addition to core studies, students study two options in each of the Preliminary and HSC courses.</p>		

PHYSICS

CONTACT: Ms Heather Knight

Course: Physics	Course No: 15330
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>Topics Covered</p> <p>Preliminary Course Physics Working Scientifically skills Depth Study</p> <p>Core Modules</p> <ul style="list-style-type: none"> ▪ Kinematics ▪ Dynamics ▪ Waves and Thermodynamics ▪ Electricity and Magnetism 	<p>HSC Course Physics Working Scientifically skills Depth Study</p> <p>Core Modules</p> <ul style="list-style-type: none"> ▪ Advanced mechanics ▪ Electromagnetism ▪ The Nature of Light ▪ From the Universe to the Atom
<p>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.</p> <p>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).</p>	

SCIENCE – EXTENSION (*Year 12*)

CONTACT: Ms Heather Knight

Course: Science – Extension (One unit)	Course No:
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.
<p>Course Description</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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, Engineering or Mathematics (STEM) based courses offered at the tertiary level.</p>	
<p>HSC Course - Topics Covered</p> <p>Students develop a response to a scientific research question that requires the analysis of data from one, or a combination of, the following disciplines:</p> <ul style="list-style-type: none"> • Biology • Chemistry • Earth and Environmental Science (Not offered at JFHS) • Physics <p>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.</p> <p>Modules studied:</p> <ol style="list-style-type: none"> 1. The Foundations of Scientific Thinking 2. The Scientific Research Proposal 3. The Data, Evidence and Decisions 4. The Scientific Research Report 	
<p>Particular Course Requirements</p> <p>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.</p> <p>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.</p>	

VISUAL ARTS

CONTACT: Ms Katrina Joss

Course: Visual Arts	Course No: 15400 Course Costs: \$45
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
Course Description Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.	
Preliminary Course learning opportunities focus on: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 	

BOARD DEVELOPED COURSES (CATEGORY B)

CATEGORY 'B' SUBJECT

ENGLISH STUDIES

CONTACT: Mrs Ainsley Vigar

Course: English Studies	Course No: 30110
2 units for each of Preliminary and HSC years Content Endorsed Course	Exclusions: English (Standard); English (Advanced); English (ESL); English (Extension)
<p>Course Entry Guidelines</p> <p>The English Studies course is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course.</p> <p>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.</p> <p>Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR.</p>	
<p>Course Description</p> <p>In the <i>English Studies</i> 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.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course (120 indicative hours):</p> <ul style="list-style-type: none"> • 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 hours per module. <p>HSC Course (120 indicative hours):</p> <ul style="list-style-type: none"> • 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), 20-45 indicative hours per module. <p>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.</p> <p>Schools may develop and offer one 20-hour module of their own design for the Preliminary year.</p>	
<p>Particular Course Requirements</p> <p>In each of the Preliminary and HSC courses students are required to:</p> <ul style="list-style-type: none"> • 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 one collaborative 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 and electronic forms across all the modules undertaken during the year. 	

CATEGORY 'B' SUBJECT**

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)

CONTACT: Mr Ken Elliot

Course: Mathematics Standard	Course No: Preliminary Course 11236 HSC Course 30125
2 units for each of Preliminary and HSC Board Developed Course 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, and including, the content and outcomes of Stage 5.1. Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.	
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 <ul style="list-style-type: none"> ▪ Formulae and Equations ▪ Linear relationships ▪ Applications of Measurement ▪ Working With Time ▪ Money Matters ▪ Data Analysis ▪ Relative Frequency and Probability 	HSC Course <ul style="list-style-type: none"> ▪ 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.

CONTENT ENDORSED COURSES (CEC)

CATEGORY 'B' SUBJECT

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

CONTACT: Ms Katrina Joss

Course: Photography, Video and Digital Imaging \$30 contribution for course materials (NON ATAR)

Content Endorsed Course

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

Course Description

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

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

Course Structure

Possible course options:

Course	Units	Hours	Structure
1 year (Year 11 or Year 12)	2	120	• 3–6 modules
2 year (Year 11 and Year 12)	2	240	• 6–12 modules

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.

NUMERACY

CONTACT: Mr Ken Elliott

Course: Numeracy CEC	Course No: Year 11: 30130 Year 12: 30140
2 Unit course Content Endorsed Course (CEC), which is not eligible for inclusion in the calculation of the Australian Tertiary Admissions Rank.	
Course Description The Numeracy Content Endorsed Course (CEC) is a new course focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy. 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 NESAs to address particular needs and may cater for a wide candidature of students. CECs are not externally 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

SPORT, LIFESTYLE AND RECREATION

CONTACT: Ms Carissa Furze

Course: Sport, Lifestyle and Recreation Studies

Content Endorsed Course

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 lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

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

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

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

WORK STUDIES

CONTACT: Mr Richard Leahy

Course: Work Studies	
Content Endorsed Course	Exclusions: Nil
<p>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.</p> <p>This course in Work Studies will assist students:</p> <ul style="list-style-type: none"> ▪ 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. <p>Students who complete the course are not eligible for the calculation of an Australian Tertiary Admission Rank (ATAR).</p> <p>The course has two core studies, and elective course modules. Core 1 – Work and change Core 2 – Experiencing work</p> <p>Modules There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours.</p>	

Information for Students Undertaking School Delivered VET Courses

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

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

NSW Education Standards (NESA) Board Developed Industry Curriculum Framework VET courses contribute to an Australian Tertiary Admission Rank (ATAR). Students must complete a 240 hour Board Developed Industry Curriculum Framework VET course to be eligible to sit the HSC examination for this course. Only ONE Category B course can be used towards an ATAR.

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

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

Optional External HSC Examination

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

Assessment Procedures

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

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

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

Student Selection, enrolment and induction procedures

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

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

Fees and charges

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

VET Enrolment

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

Freedom of Information and Privacy

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Work Placement

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

School Based Apprenticeships and Traineeships (SBATs)

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

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

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

Unique Student Identifier

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

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

Externally Delivered VET (EVET)

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

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

EVET allows you to:

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

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

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

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

Work placement

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

Work placement helps students to:

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

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

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

Skills at School Virtual VET Courses – NEW for 2022

20 new virtual courses will be added to the EVET Tool. Please investigate these to ensure these courses are suitable for your students and your school site. Details of these courses are outlined in the course descriptor on the EVET website, including if courses have a face to face component. **Only year 11 2022 students can enrol** in these Skills at School Virtual VET courses. Year 10 2022 early commencement or year 12 2022 4 Unit x1 is **not available**. HSC exam will be 2023. Refer to the website: [Virtual VET courses \(nsw.gov.au\)](https://www.nsw.gov.au/virtual-vet).

Applications to undertake an EVET course open during term 2. Closing date for first round offers is Term 3 week 8. Students may select more than one course however the first preference will be offered based on course availability. Students must read the course descriptor before selecting the course.

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



Education

Public Schools NSW Wagga Wagga, RTO 90333

CPC20211 Certificate II in Construction Pathways (Superseded) Replacement qualification will be advised in an updated 2022 course information sheet. *Waiting for NESA advice.*

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Construction (240 indicative hours) 4 Preliminary and/or HSC units in total

Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concrete, painter and decorator and wall or floor tiler.

Core Units of Competency

- CPCCCM1012A Work effectively & sustainably in the construction industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications
- CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry

Elective Units of Competency

- CPCCCA2002B Use carpentry tools and equipment
- CPCCCA2011A Handle carpentry materials
- CPCCCM2004A Handle construction materials
- CPCCCM2006B Apply basic levelling procedures
- CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground
- CPCCWHS1001 Prepare to work safely in the construction industry. (White Card)

Options: To gain the qualification and be eligible for the HSC, **Option1 or Option 2 must be completed.**

Option 1

- CPCCJN2001A Assemble components
- CPCCJN2002B Prepare for off-site manufacturing process

This course contains two additional units above the qualification to meet NESA HSC requirements.

Refer to the TAS for the qualification packaging rules.

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.

Support services may be available to meet needs of individual students.

Qualifications Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for a CPC20211 Certificate II in Construction Pathways. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.

N Determinations: Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

Resources costs: \$100 Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: Integrated into school timetable

Exclusions: Refer to NESA Stage 6 VET Board Developed course description.

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

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



Education

Public Schools NSW Wagga Wagga, RTO 90333

MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Manufacturing and Engineering (240 indicative hours) 4 Preliminary and/or HSC units in total

Board Endorsed Course. **There is not an Australian Tertiary Admission Rank (ATAR) option for this course**

Students must complete a minimum of 35 hours of work placement to meet the requirements of the HSC.

Course Description

This board endorsed course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, and use of welding machines. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, structural steel welder, engineering draftsman, engineer (automotive, fabrications, production, plastics, marine, mechanical) boat builder/repairer and mechanical, production or marine engineer.

Core Units of Competency

- MEM13015 Work safely and effectively in manufacturing and engineering (MEM10119)
- MEMPE006A Undertake a basic engineering project (MEM20413)
- MEMPE005A Develop a career plan for the engineering and manufacturing industry (MEM20413)

Elective Units of Competency

- MEM16006 Organise and communicate information (MEM10119)
- MEM11011 Undertake manual handling (MEM10119)
- MEM18001 Use hand tools (MEM10119)
- MEM18002 Use power tools/handheld operations (MEM10119)
- MEM12024 Perform computations (MEM10119)
- MEM16008 Interact with computer technology (MEM10119)
- MEM07032 Use workshop machines for basic operations (MEM10119)
- MEMPE001A Use engineering workshop machines (MEM20413)
- MEMPE002A Use electric welding machines (MEM20413)
- MEMPE004A Use fabrication equipment (MEM20413)

Refer to the TAS for the qualification packaging rules.

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.

Support services may be available to meet needs of individual students.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a MEM10119 Certificate I in Engineering and a Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for either a Statement of Attainment towards MEM10119 Certificate I in Engineering and/or a Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways. MEM10119 Certificate I in Engineering will be delivered and assessed in the preliminary year and the Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will be delivered and assessed in the HSC year.

Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

External Assessment (optional HSC examination): No. There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

Resources costs: \$80.00 Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: integrated into school timetable

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description.

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

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



Education

Public Schools NSW Wagga Wagga, RTO 90333

Statement of Attainment towards ICT30118 - Certificate III in Information, Digital Media and Technology (*Superseded qualification*). Replacement qualification will be advised in an updated 2022 course information sheet. *Waiting for NESA advice.*

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Information and Digital Technology

Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

Qualification: Statement of Attainment towards Certificate III in Information, Digital Media and Technology (240 indicative hours) 4

Preliminary and/or HSC units in total.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies. Possible job titles: help desk officer/assistant, ICT operations support, ICT user support, PC support, and technical support.

Core Units of Competency

- BSBWHS304 Participate effectively in WHS communication and consultation processes
- ICTICT202 Work and communicate effectively in an ICT environment
- ICTICT301 Create user documentation
- ICTICT302 Install and optimise operating system software
- ICTSAS308 Run standard diagnostic tests
- BSBSUS401 Implement and monitor environmentally sustainable work practices

Elective Units of Competency

- ICTWEB201 Use social media tools for collaboration and engagement
- ICTWEB303 Produce digital images for the web

Web and software applications stream

- ICTICT203 Operate application software packages
- ICTICT308 Use advanced features of computer applications
- ICTWEB302 Build simple websites using commercial programs

Refer to the TAS for the qualification packaging rules.

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.

Support services may be available to meet needs of individual students.

Qualifications

Students who are assessed as competent in the above units of competency, after following the TAS, will be eligible for Statement of Attainment towards Certificate III in Information, Digital Media and Technology. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards Certificate III in Information, Digital Media and Technology

Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.

N Determinations: Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) VET qualification or Statement of Attainment.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

Resources costs: \$20.00 Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: Integrated into school timetable

Exclusions: Refer to NESA Stage 6 VET Board Developed course description.

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

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



Education

Public Schools NSW Wagga Wagga, RTO 90333

SIT20416 Certificate II in Kitchen Operations

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.
Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks.

This qualification provides a pathway for commercial cooks into commercial cookery including work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care, hospitals, prisons, schools.

Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

Core Units of Competency

- BSBWOR203 Work effectively with others
- SITHCCC001 Use food preparation equipment
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHCCC01 Use cookery skills effectively
- SITHKOP001 Clean kitchen premises and equipment
- SITXFSA001 Use hygienic practices for food safety
- SITXINV002 Maintain the quality of perishable items
- SITXWHS001 Participate in safe work practices

Elective Units of Competency

- SITHIND002 Source & use information on the hospitality industry
- SITXFSA002 Participate in safe food handling practices
- SITHCCC002 Prepare and present simple dishes
- SITHCCC006 Prepare appetisers and salads
- SITCCC003 Prepare and present sandwiches
- BSBSUS201 Participate in environmentally sustainable work practices

This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).

Refer to the TAS for the qualification packaging rules.

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.

Support services may be available to meet needs of individual students.

Qualifications

Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for a SIT20416 Certificate II in Kitchen Operations. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations. Portfolios of evidence are required

Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.

N Determinations: Where a student has not met the NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

Resources costs: \$100 Discuss payment options with your trainer


Refund Arrangements: on a pro-rata basis

Delivery Arrangements: integrated into school timetable

Exclusions: Refer to NESA Stage 6 VET Board Developed course description.

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>

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

 Education Public Schools NSW Wagga Wagga, RTO 90333
<h2>SIR30216 Certificate III in Retail</h2>
<p>Entry Requirements: Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.</p>
<p>Course: Retail Services (240 indicative hours) 4 Preliminary and/or HSC units in total Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR) Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.</p>
<p>Course Description This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will gain skills in communication, safe work practices, customer service, retail technology, stock control, teamwork, designing and creating displays, using cash registers, scanners, computers, telephones and routine work activities within the retail sectors. Occupations in the retail services industry include sales assistant, customer service representative, checkout operator, buyer, stock controller, sales manager, visual merchandise, marketing manager, manager /owner of a small business, department manager and retail executive.</p>
<p>Core Units of Competency</p> <ul style="list-style-type: none"> • SIRXCEG001 Engage the customer • SIRXWHS002 Contribute to workplace health and safety • SIRXRSK001 Identify and respond to security risks • SIRXSLS001 Sell to the retail customer • SIRXIND001 Work effectively in a service environment • SIRXCOM002 Work effectively in a team • SIRXCEG002 Assist with customer difficulties • SIRXCEG003 Build customer relationships and loyalty
<p>Elective Units of Competency</p> <ul style="list-style-type: none"> • SIRXMER001 Produce visual merchandise displays • SIRXPDK001 Advise on products and services • SIRRINV001 Receive and handle retail stock • SIRRINV002 Control stock • SIRXIND002 Organise and maintain the store environment • SIRXSLS002 Follow point-of-sale procedures <p>Refer to the TAS for the qualification packaging rules.</p>
<p>Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.</p>
<p>Qualifications Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for a SIR30216 Certificate III in Retail Services. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIR30216 Certificate III in Retail Services.</p>
<p>Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency. N Determinations: Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification. External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification. Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.</p>
<p>Resources costs: \$50.00 Discuss payment options with your trainer Refund Arrangements: on a pro-rata basis</p>
<p>Delivery Arrangements: integrated into school timetable</p>
<p>Exclusions: Course exclusions apply to students undertaking beauty, hairdressing and retail services courses.</p>
<p>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</p>
<p>For more information on possible outcomes please visit the NESA website: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet</p>
<p>2022 Course Information SIR30216 Certificate III in Retail Public Schools NSW Wagga Wagga RTO 90333 April 2021 Page 1 of 1</p>