



2023-2024

YEAR 10 INTO 11 HSC COURSE SELECTION GUIDE

Course descriptions, study
pathways and key dates



So much choice !



Mount Austin High School
Respect - Responsibility - Commitment

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*The current version of this guide has been emailed to all Year 10 students and their parents / carers.
This document can also be accessed through Sentral or downloaded from the
Mount Austin High School website.*

Mount Austin High School

Respect – Responsibility – Commitment



HSC Course Selection Guide for 2023 – 2024

Course descriptions, study pathways and key dates

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Introduction

This guide contains essential information for Year 10 students about the Higher School Certificate (HSC) and selecting Stage 6 courses for Year 11 and 12 at Mount Austin High School.

School students in New South Wales generally work towards the HSC in Year 11 and 12. It is the highest level of attainment you can reach at school. Students must complete at least 12 units of Year 11 (Preliminary) courses and 10 units of Year 12 (HSC) courses, including English, to receive the HSC.

The HSC is a huge operation each year, which is overseen by NSW Education Standards Authority (NESA). This guide offers information on what the HSC involves and how Mount Austin High School can cater to students with a diverse range of abilities, backgrounds and goals.

The guide is important reading for Year 10 students prior to the HSC subject interviews in Term 3.

Changes to the information contained in this guide will be issued to students in writing and updated versions will be published on Sentral (School Portal).

NSW Education Standards Authority (NESA)

NESA organises the academic program, assessment rules and Higher School Certificate Examinations for all schools in NSW. Students satisfy NESA requirements before they gain a Higher School Certificate.

Year 11 and 12 academic courses are instructed from syllabuses that are developed or approved by NESA. NESA sets the rules that the school and its teachers use in planning courses and the assessment of student progress.

Syllabuses, past papers and course requirements can be accessed at:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

The screenshot shows the NESA website interface. At the top, it says "A NSW Government website". The main header includes the NESA logo and the text "NSW Education Standards Authority". A search bar is located on the right. Below the header is a navigation menu with options: KINDERGARTEN - YEAR 10, YEAR 11 - YEAR 12 (highlighted), TEACHER ACCREDITATION, REGULATION, ABOUT, and LOG IN. The breadcrumb trail reads: NESA home > Year 11 - Year 12 > HSC > About. The main content area is titled "About the HSC" and includes a sidebar with a list of links: About, History of the HSC, HSC facts and figures, HSC courses, School assessment, Exam development, Exam marking operation, Moderation, and Determining HSC results. The main text area contains a "Print" button, a "Download" button, and a "Share" button. Below these buttons, the text states: "School students in New South Wales generally work towards the Higher School Certificate or HSC in years 11 and 12. It is the highest level of attainment you can reach at school. Learn more about [HSC courses, eligibility requirements and achievement pathways](#), including the [HSC minimum standard](#)." A "Useful links" box on the right contains three links: [HSC minimum standard](#), [Media releases and news](#), and [HSC protocols for media](#).

Course Descriptions

The course descriptions in this guide briefly outline the course content and options. Teachers provide students with the NESA syllabus in their studies when the course begins. Additionally, a scope and sequence are placed in the students Google Classroom for all courses. This is to be utilised in conjunction with the syllabus and assessment schedules to assist students with planning for completion of coursework and assessment tasks.

Syllabus documents are also available to students on the NESA website. All aspects of teaching and assessment of students are checked to ensure that they reflect NESA requirements and give students the best possible chance of success.

See the NESA website for the full syllabus and course support documents:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

Year 12 Graduation – Senior College

Students must satisfactorily complete two years of study – Year 11 and Year 12 to be eligible to graduate from Mount Austin High School.

Australian Tertiary Admissions Rank (ATAR)

The Universities Admissions Centre (UAC) calculates an ATAR on a scale of 1-100 for students who apply to go to any university. This is a rank, not a mark, based on the student's performance in their HSC courses and indicates a student's position relative to all other students in NSW. The UAC can also be asked to consider a range of other information such as volunteering efforts, workplace training and TAFE.

For further information on UCA visit: www.uac.edu.au

Classes and Timetables

Timetables once created can be viewed online through Sentral. Individual student timetables are issued at the beginning of each year, or when there is a need to change timetables.

Students only attend the classes on their timetable. It is very important that each student ensures that their computerised timetable is correct as this is the school's formal record of each student's courses.

Year 11 and 12 students are to attend classes or school activities for every scheduled period each week. There are no school scheduled lessons during period 4 on Tuesday or Thursday, however, students can access the Clontarf and Girls at the Centre rooms for support and additional study and tutoring is available in the library.

Some Year 11 and 12 students have classes outside school hours (extension classes) and/or attend programs on other sites. It is essential that you contact the school if you are unable to attend the external venue on a specific date.

Subject Selections Process

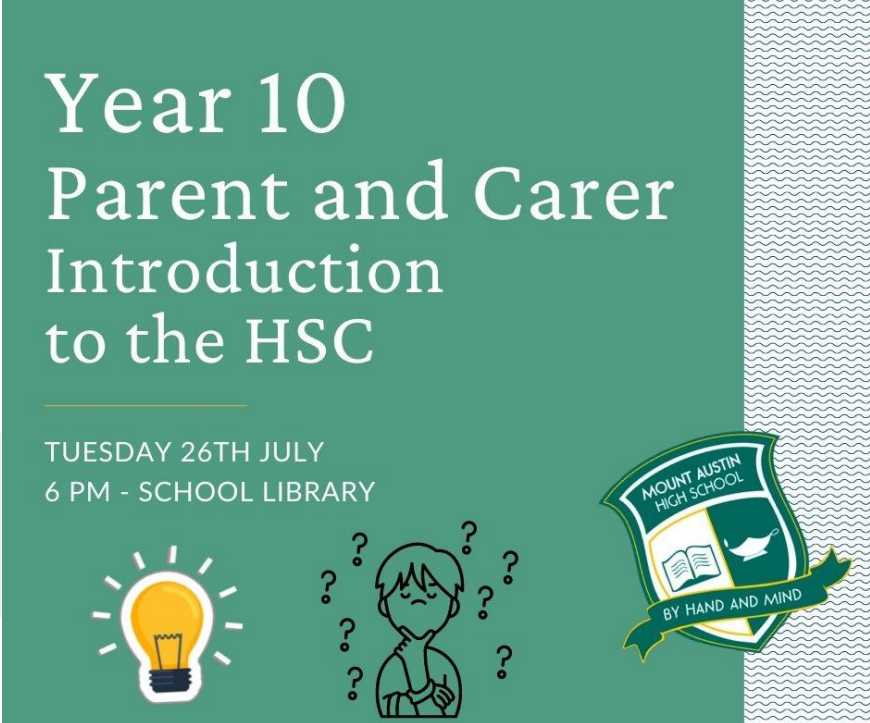
Course Selection Timeline:

<p>Term 3, Week 1 Tuesday, 19th July</p>	<p>Year 10 – 2022 Period 2 – Career Information (Library) Period 3 – HSC Subject Selection Guides are issued to students.</p>
<p>Term 3, Week 2 Tuesday, 26th July – 6.00pm</p>	<p>HSC Information Evening for Year 10 Students, parents and carers in the library.</p>
<p>Term 3, Week 3 – 4 Tuesday, 3 August – start date of interviews.</p>	<p>Interviews Commence Student with staff – parents/carers are contacted during this process. Choices will be collected at the conclusion of the interview.</p>

Students are not guaranteed all their choices. Class formation is dependent on several factors including the number of students who have chosen the course, staffing and classroom availability.

Students complete the Plan for Course Selection in the back of this book then use this as a guide when entering their course selections before attending their interview.

After the interview, course changes can only be made by contacting Mr Andrew Donaldson.



The poster features a green background with white text. At the top, it reads 'Year 10 Parent and Carer Introduction to the HSC'. Below this, it specifies the date and time: 'TUESDAY 26TH JULY 6 PM - SCHOOL LIBRARY'. The poster includes three icons: a glowing lightbulb, a person thinking with question marks around their head, and the Mount Austin High School crest which contains a book and a quill, with the motto 'BY HAND AND MIND' on a banner below it.

An electronic pdf version of this guide has been emailed to all students, parents and carers and is also available through Sentral and on the school website.

All Year 10 students, parents and carers are invited to be part of the course selection interview with the transition team. Prior to this interview, students should discuss subject selections with their parents or carers as well as use every opportunity to seek information from their subject teachers, faculty head teachers and the careers and year advisors.

It is essential that every student utilises the course selection process to commit to both personal and career goals. Courses students select should help to achieve both.

If you have any difficulties in choosing subjects, or in planning a program of study that suits you, please speak to staff at the school. The school is keen to help you make decisions, which are right for you. A deadline is set for changes to the Year 11 courses, and changes after this date will only be considered if there are exceptional circumstances.

Course selections will be finalised electronically in Week 6.

Costs and Expenses

Year 11 and 12 students are issued with textbooks and other resources. When a student leaves, it is important that these are returned. Resources which are lost or damaged must be paid for or replaced.

If a student chooses to enrol in a course that has a subject fee, prompt payment is required to secure a place and to ensure resources can be supplied to maximise the course opportunities.

Students who are unable to cover expenses should speak to the Head Teacher of the subject when planning to choose a subject. Where possible, the school confidentially sponsors students in cases of hardship.

Choosing Courses

Things to consider in selecting subjects for the HSC.

1. Do you have an interest in the course content?
2. Do you have the assumed knowledge and skill level recommended to be successful in this course?
3. Will this course help prepare you for a particular occupation, career path or tertiary program of study?

Career and Study Pathways

Students may choose courses that form either:

- an academic pattern of study that offers a direct pathway to university study via the ATAR, or
- a vocational pattern of study offering a pathway to further education and/or employment



Categories of Courses offered

Board Developed (BD) Category A Courses	<ul style="list-style-type: none"> • have a formal external HSC exam at the end of the 2 Unit course. • final HSC course mark is calculated using a 50:50 combination of a student's examination mark and school-based assessment mark. • provide a good grounding for university study. • a minimum of 10 units from this category, in both years, are required to be eligible for an ATAR.
Board Developed (BD) Category B Courses	<ul style="list-style-type: none"> • only one (1) x Board Developed Category B course can be counted towards an ATAR. • to count towards an ATAR students must sit the optional formal external exam at the end of the HSC course.
Board Endorsed (BE) courses	<ul style="list-style-type: none"> • count towards the HSC but not an ATAR. • do not have a formal external exam at the end. • assessed by in-school assessment tasks. • a mark is provided to NESA by the school based entirely on the student's work and efforts in the course.
VET courses	<ul style="list-style-type: none"> • can be Board Developed Category B or Board Endorsed.
Life Skills	<ul style="list-style-type: none"> • count towards the HSC but not an ATAR. • do not have a formal external exam. • provide a curriculum option for students with special education needs and for whom the regular outcomes and content of BD and BE courses are not appropriate.

To qualify for an HSC Certificate a student must complete:

- Year 11 - the Preliminary courses with minimum of 12 units.
- Students must satisfactorily complete the Year 11 course before commencing the corresponding Year 12 course.
- Year 12 - the HSC courses with a minimum of 10 units.

To qualify for an HSC Certificate and be eligible for an ATAR a student must complete:

- A minimum of 10 units of Board Developed Courses (BDC).
- A minimum of 8 units from Category A – BDC.
- A minimum of 2 units of an English course in Category A or Category B (optional examination).
- A maximum of 2 units from a Category B – BDC.
- A minimum of 4 subjects (including English), 3 x BDC of 2 units or greater.

Additional Information

HSC: All My Own Work

This is a program designed to help HSC students follow the principles and practices of good scholarship. The learning involves understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete **HSC: All My Own Work** (or its equivalent) before they submit any work in Year 11 courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

HSC: Minimum Standards

Students need reading, writing and numeracy for everyday life after school. Therefore, students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC. For this a student needs to show they meet the HSC minimum standard. Students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life.

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

Together with the NSW Literacy and Numeracy Strategy, the **HSC Minimum Standards** is part of an effort to improve the literacy and numeracy outcomes for students. Only students who meet the HSC minimum standard will receive a Higher School Certificate testamur. However, students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement.

Assessment

Students will recognise that assessment of their work is serious and must be fair for all students. Every student must be informed of requirements and be rewarded for their efforts. In Year 11 (preliminary courses) there are three school based assessment tasks and, generally, in the Year 12 HSC course there are four.

It is very important that students have a clear understanding of the assessment requirements for each of their courses. The Assessment Schedules are published at the commencement of each school year. Additionally, students will be provided with formal assessment notifications two weeks prior to the due date for each of their Year 11 and Year 12 assessment tasks.

The Year 11 Assessment Schedule and subsequent Year 12 Assessment Schedule are issued to each student as evidence that they have been informed of the assessment requirements and procedures. When published this document will be available in the students Google Classroom, school website and in Sentral.

Vocational Education & Training (VET) Courses

The school and its teachers are qualified and registered to provide and assess the VET courses we offer as part of the *Public Schools NSW Wagga Wagga Registered Training Organisation* RTO 90333.

NESA develops and recognises vocational and trade programs in the HSC. In addition, vocational and trade courses are assessed against national competencies and within the school report program. These curriculum frameworks include courses which are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

The competencies for these courses are selected and published for students at the start of the course. These are outlined in this guide and explained in information available through the faculty.

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.

Courses may also be offered by the school in conjunction with TAFE.

The school offers trade training through apprenticeships and traineeships that directly involve students in the workplace and certified training up to Certificate 3 level.

Students may apply for *Recognition of Prior Learning* for all or part of a VET course provided suitable evidence is submitted.

Life Skills - Program of Study

Students with additional educational needs, which prevent them from successfully accessing regular courses, are eligible to study Life Skills courses. Students accessing Life Skills courses can qualify for and achieve an HSC credential. There are no external HSC examinations for Stage 6 Life Skill courses and Life Skills courses do not contribute to an ATAR.

The school offers a range of Life Skills courses, however, course availability is dependent on staffing and the number of students selecting the particular course. There are some discrete Life Skills classes, while other Life Skills courses are integrated into regular timetabled classes. Life Skills syllabuses are followed to help students achieve outcomes appropriate to their identified needs.

Placement into Life Skills courses is **ONLY** made through an interview with the Learning and Support Team.

Students in a support class in the Special Education faculty are placed by a regional panel. Course selection for these students is made at an interview with the Special Education faculty.

Choose:

- 6 Units of study (each year over two years).
- 2 Units English (mandatory – in one of the years).
- 4 Units of other NESA Board Developed courses.
- 6 Units may be NESA Board Developed, Board Endorsed or VET framework courses.



This icon indicates Life Skill friendly.

Pathway Planning Sheet

Use this sheet to pencil in your thoughts on possible selections.

Read this guide thoroughly, seek out additional advice on the subjects offered and analyse yourself. Consider what sort of pathway you need.

Bring this plan to the Subject Selection Interviews in Term 3.

ACADEMIC ATAR pathway	VOCATIONAL Non-ATAR pathway
English Advanced, Standard or EAL/D	Any level of English
<ul style="list-style-type: none"> Most students studying an ATAR pathway will choose either ALL Board Developed Category A courses or FOUR (4) Board Developed Category courses and ONE (1) Board Developed Category B course. <p>Alternatively, students may select</p> <ul style="list-style-type: none"> FIVE (5) Board Developed Category A courses and ONE (1) Board Endorsed course. 	<ul style="list-style-type: none"> A minimum of three (3) Board Developed courses. THREE (3) courses of 2 or more units (either Board Developed or Board Endorsed Courses)
	<ul style="list-style-type: none"> The remaining courses can come from any Category
MY PATHWAY PLAN	
ATAR	Non-ATAR
<p>Please circle the level of English you would like to do then choose five (5) other courses in order of preference. An English course MUST be completed. Select four (4) reserve course as not all courses will be available.</p> <p>Course 1: English</p> <p>Level: English Advanced English Standard English Studies</p>	
Course 2:	<i>*a branch of Mathematics is encouraged</i>
Course 3:	1st Reserve:
Course 4:	2nd Reserve:
Course 5:	3rd Reserve:
Course 6:	4th Reserve:

Mount Austin High School

Opportunity, innovation and student success ...



2023-2024 Year 11 and Year 12 Courses

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Course Description Key

Units

Units are an indication of the school time allocated to a subject in the Senior College. Most courses are 2 Units. A 2 Unit course comprises 240 indicative hours in total of course time (Year 11 - Preliminary and Year 12 - HSC). 1 Unit is equivalent to 60 hours of course time in Year 11 and 60 hours of course time in Year 12.

Pre-Requisites

These are the courses or subjects that must be completed before a course may be studied.

Exclusions

Exclusions are course or parts of different courses that must not be studied together.

Equipment Required

Special requirements in addition to usual writing materials and equipment.

Estimated Costs

Some courses will have expenses relating to specialist equipment or materials, excursions or other activities.

Assessment

Information about the number and types of assessment tasks that are used in the course. A detailed assessment schedule is provided to students at the commencement of each course.

Coordinating Faculty

This is the faculty responsible for delivering the course. Here you will also find the name of the responsible Head Teacher.

NESA BOARD DEVELOPED COURSES – ATAR
ABORIGINAL STUDIES (Category A – 2 Units)

Description: The Aboriginal Studies course examines the historical and contemporary experiences of Aboriginal peoples. It aims to develop students' knowledge, understanding and skills about the inter-relationship between the concepts of an Aboriginal world view, a shared history of Australia and social justice, with a view to enabling students to be active and informed citizens.



This course is for *any student*, Indigenous and non-Indigenous, who wishes to work in a variety of fields, including *education, health, welfare, politics, journalism, law*. Students will gain skills in research, writing and empathy. They have opportunities to express individual opinions in a variety of ways including written, verbal and practical, and hands on activities like art and dance.

This course is often chosen:

- to develop the cultural sensitivity and communication skills required for health, policing and community services careers
- by Indigenous students to further develop cultural understanding
- by students with an interest in the rich cultural heritage of Aboriginal Australia

To be successful in this course a student needs to have sound literacy skills and have an interest in the social sciences.

Year 11 components	Year 12 components
<ul style="list-style-type: none"> • Aboriginality and the Land • Heritage and Identity • International Indigenous Community: Comparative Study • Research and Inquiry Methods: Local Community Case Study 	<ul style="list-style-type: none"> • Social Justice and Human Rights Issues • Case studies • Research and Inquiry Methods – Major Project

Pre-Requisites: Nil.

Equipment Required: Notebook, writing materials are required.

Estimated Costs: Varied – Printed materials, art materials, excursions and study days as available.

Assessment: Assessment for this course may include assignments and/or examination style tasks.

Co-ordinating Faculty: HSIE – HT Rose Mead

NESAS BOARD DEVELOPED COURSES – ATAR

AGRICULTURE

(Category A – 2 Units)



Description: Agriculture Stage 6 is the development of knowledge and the understanding of the interaction between the components of agriculture and the scientific principles that explain the processes that take place when inputs are transformed into outputs. It is intended that students engage in and reflect upon practical experience relevant to all aspects of the physical, chemical, biological, economic and social sciences embodied within the Agriculture Stage 6 course.

This course has the facility to challenge students academically as well as providing them with a wide range of practical skills and an awareness of technologies associated with agriculture. This course is suited to students who enjoy learning in a practical setting and who are interested in becoming involved in the agriculture industry.



Year 11 components	Year 12 components
<ul style="list-style-type: none"> • Introduction to Agriculture • The farm case study • Plant production • Animal production 	<ul style="list-style-type: none"> • Plant/Animal production • Farm product study • Elective – Farming for the 21st century

Pre-Requisites: Nil.

Equipment Required: Approved enclosed leather footwear for all practical activities and excursions. Work shirt for practical activities at the farm.

Estimated Costs: Learning materials cost \$50 plus, costs may be incurred for excursions and study days.

Assessment: Assessment for this course includes assignments and/or examination style tasks. Students will be required to complete both written and practical tasks.

Co-ordinating Faculty: TAS – HT Dustin Bradshaw

NESAS BOARD DEVELOPED COURSES – ATAR

ANCIENT HISTORY (Category A – 2 Units)

Description: Ancient History enriches student’s appreciation of humanity, introducing them to a range of cultures and beliefs, and the origin and influence of ideas, values and behaviours that are still relevant in the modern world.



Students develop critical thinking skills - interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments as they investigate themes, people and events of the ancient world. Students learn to analyse and challenge accepted theories and interpretations, especially in the light of new evidence or technologies and gain an understanding of the nature of conservation and preservation of the past.

To be successful in this course a student needs to have sound literacy skills and an interest in the humanities.

Historical Concepts and Skills	
Year 11 components	Year 12 components
<ul style="list-style-type: none"> Investigating Ancient History Case Studies Features of Ancient Societies Historical Investigation 	<ul style="list-style-type: none"> Core Study: Cities of Vesuvius – Pompeii and Herculaneum Ancient Societies Personalities in their Times Historical Periods

Pre-Requisites: Nil.

Equipment Required: A4 binder folder, loose leaf paper, plastic sleeves and writing materials.

Estimated Costs: Cost of equipment listed above, incidental costs for excursions study days as they occur.

Assessment: Assessment for this course may include assignments and/or examination style tasks.

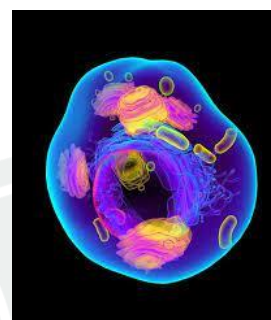
Coordinating Faculty: HSIE – HT Rose Mead

NESAS BOARD DEVELOPED COURSES – ATAR

BIOLOGY

(Category A – 2 Units)

Description: Biology is the branch of science concerned with the study of living things their structure, function, and interrelationships. It explores the organisation of life, from the molecular level to the system levels of organisational structure and function, which exhibit evolution as a common source of unity and diversity. It includes developing an understanding of the interactions within and between organisms and their environment.



To be successful in this course a student needs to:

- be committed to participating actively in practical work,
- be determined and willing to work consistently,
- use summarising, note taking and the collection of second hand data to remember and process large amounts of information

The subject matter of the Biology course recognises the different needs and interests of students by providing a structure that builds upon the foundations laid in Stage 5 yet recognises that students entering Stage 6 have a wide range of abilities, circumstances and expectations. The Biology Stage 6 course is designed for those students who have a substantial achievement level based on the Science Stages 4–5 course performance descriptions.

Working Scientifically Skills	
Year 11 components	Year 12 components
<ul style="list-style-type: none"> • Cells as the Basis for Life • Organisation of Living Things • Biological Diversity • Ecosystem Dynamics 	<ul style="list-style-type: none"> • Heredity • Genetic Change • Infectious Disease • Non-Infectious Disease and Disorders

Pre-Requisites: Nil.

Equipment Required: A4 exercise book and A4 practical book.

Estimated Costs: Costs will vary for materials, excursions and study days.

Assessment: Assessment for this course may include assignments and/or examination style tasks.

Co-ordinating Faculty: Science – HT Aleasha Lyons

NESAS BOARD DEVELOPED COURSES – ATAR

BUSINESS STUDIES (Category A – 2 Units)

Description: Business Studies investigates the role, operation and management of businesses within our society. The course encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.



Research assignments and case studies analysing contemporary business strategies provide a rigour and depth that lays an excellent foundation for future employment or tertiary studies.

The course covers the establishment, operation and management of small businesses, the success and failure of business and basic business accounting. Students develop research and independent learning skills as well as analytical and problem-solving competencies.

To be successful in this course a student needs to have sound literacy skills and an interest in the social sciences. It is recommended that students also study a level of Mathematics. The course would suit students who are interested in economics, commerce, working in business areas or possibly owning their own business in the future.

Year 11 components	Year 12 components
<ul style="list-style-type: none"> • Nature of Business • Business Management • Business Planning 	<ul style="list-style-type: none"> • Operations • Marketing • Finance • Human Resources

Pre-Requisites: Nil.

Equipment Required: Notebook and writing materials are required.

Estimated Costs: There may be some excursion costs to view businesses.

Assessment: Assessment for this course may include assignments and/or examination style tasks.

Co-ordinating Faculty: HSIE – HT Rose Mead

NESAS BOARD DEVELOPED COURSES – ATAR

CHEMISTRY

(Category A – 2 Units)

Description: Chemistry is the branch of science concerned with the composition of substances, the nature of matter and materials, and the interaction between substances. The emphasis of this course is on the impact of chemistry on our everyday lives. Students will investigate the physical and chemical properties of a wide range of substances, their reactions and processes. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

To be successful in this course a student needs to:

- have an interest in scientific procedures,
- be able to think logically,
- be willing to sit down and take time to find the solution to a problem,
- be undertaking a level of Mathematics.

The Chemistry Stage 6 course is designed for those students who have a substantial achievement level based on the Science Stages 4–5 course performance descriptions. Students interested in pursuing careers in industry, hospitals, pharmacy and the environment will need to study chemistry.

Working Scientifically Skills	
Year 11 components	Year 12 components
<ul style="list-style-type: none"> • Properties and Structure of Matter • Introduction to Quantitative Chemistry • Reactive Chemistry • Drivers of Reactions 	<ul style="list-style-type: none"> • Equilibrium and Acid Reactions • Acid/base Reactions • Organic Chemistry • Applying Chemical Ideas

Pre-Requisites: Nil.

Equipment Required: A4 exercise book and a practical book.

Estimated Costs: Costs will vary for materials, excursions and study days.

Assessment: Assessment for this course may include assignments and/or examination style tasks.

Co-ordinating Faculty: Science – HT Aleasha Lyons

NESAS BOARD DEVELOPED COURSES – ATAR

COMMUNITY AND FAMILY STUDIES (Category A – 2 Units)

Description: Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, families and communities.



Year 11 components	Year 12 components
<p>Resource Management</p> <ul style="list-style-type: none"> Basic concepts of resource management. <p>Indicative course time: 20%</p> <p>Individuals and Groups</p> <ul style="list-style-type: none"> The individual's roles, relationships and tasks within and between groups. <p>Indicative course time: 40%</p> <p>Families and Communities</p> <ul style="list-style-type: none"> Family structures and functions, and the interaction between family and community. <p>Indicative course time: 40%</p>	<p>Research Methodology (Indicative course time: 25%)</p> <ul style="list-style-type: none"> Research methodology and skills culminating in the production of an Independent Research Project (IRP). <p>Groups in Context (Indicative course time: 25%)</p> <ul style="list-style-type: none"> The characteristics and needs of specific community groups. <p>Parenting and Caring (Indicative course time: 25%)</p> <ul style="list-style-type: none"> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society. <hr/> <p>Year 12 course options (25% total) – One is selected</p> <p>Family and Societal Interactions (Indicative course time: 25%)</p> <ul style="list-style-type: none"> Government and community structures that support and protect family members throughout the life span. <p>Social Impact of Technology (Indicative course time: 25%)</p> <ul style="list-style-type: none"> The impact of evolving technologies on individuals and lifestyle. <p>Individuals and Work (Indicative course time: 25%)</p> <ul style="list-style-type: none"> Contemporary issues confronting individuals as they manage roles within both family and work environments.

Pre-Requisites: Nil.

Equipment Required: Laptop, A4 exercise book and pens and pencils.

Estimated Costs: Costs may be incurred for excursions and study days.

Assessment: This course has a major research project in the Year 12 course (IRP) along with assignments and/or examination style tasks.

Co-ordinating Faculty: PDHPE – HT Peta Wykes



NESAS BOARD DEVELOPED COURSES – ATAR

DESIGN AND TECHNOLOGY (Category A – 2 Units)

Description: Students in Design & Technology explore design theory and practice, design processes, environmental and social issues, communication techniques, research methods, 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 with the HSC course centred on a Major Design Project (MDP). These projects involve the design, production and evaluation of a product, system or environment and include evidence of the design process recorded in a design folio.

Year 11 components	Year 12 components
<p>Design Project 1 - <i>Designing and Producing, The Fundamentals</i></p> <p>Design Project 2 - <i>Real World Designs</i></p> <p>Preliminary Examination</p>	<p>Major Design Project (MDP)</p> <p><i>Project Proposal and Management</i></p> <p><i>Innovation and Emerging Technologies Case Study</i></p> <p><i>Project Development</i></p> <p><i>Project Realisation and Project Evaluation</i></p> <p>Trial HSC Examination</p>

Pre-Requisites: All students commit to sourcing and financing the materials for their Major Design Project. Subject fees will cover costs for preliminary assessment tasks and basic consumables.

Equipment Required: Materials required to produce the MDP and associated Folio.

Estimated Costs (Materials/Excursions): Mandatory fee of \$100 which will cover materials required for preliminary design projects and consumables for the duration of the course. Students are required to source and purchase their own materials for their MDP.

Assessment: Assessment for this course includes design projects with associated design folios, a case study as well as examinations. The external assessment is made up of the HSC examination weighted at 40% and the Major Design Project weighted at 60%.

Co-ordinating Faculty: TAS – HT Dustin Bradshaw

NESAS BOARD DEVELOPED COURSES – ATAR

DRAMA

(Category A – 2 Units)



Description: Students in Drama study the practices of making, performing and critical study. Students engage with these components through collaborative and individual experiences. This course is suited to students who enjoy the performing arts and students who are interested in becoming involved in the arts and/or the theatre industry.

Drama is an exciting, creative and different course as well as intellectually challenging.



Year 11 components	Year 12 components
<p><i>Components are interrelated and are taught in an integrated program of study</i></p> <ul style="list-style-type: none"> • Improvisation, Play building, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles 	<ul style="list-style-type: none"> • Australian Drama and Theatre • Studies in Drama and Theatre • Group Performance • Individual Project

Pre-Requisites: All students MUST perform in the Group Performance – it is compulsory. There are non-performance options, however, for the Individual Project. 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.

Equipment Required: Theory textbooks, logbooks and workbook.

Estimated Costs (Materials/Excursions): Costs may be incurred for materials, excursions and study days. Additionally, students may attend theatre productions that will enrich their experience. Ticket and travel costs will be incurred. Individual Project costs are at the student's own expense and will not be provided by the school.

Assessment: Assessment for this course includes assignments and/or examination style tasks. Students will be required to complete both written and practical performance tasks. The external assessment for this course is made up of THREE external examinations. An Individual Project which is to be completed out of class time, a Group Performance assessment by external markers and TWO essays in the written HSC examination.

Co-ordinating Faculty: CAPA – HT Andrew Donaldson

NESAS BOARD DEVELOPED COURSES – ATAR

EARTH AND ENVIRONMENTAL SCIENCE (Category A – 2 Units)

Description: This science course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources. It explores the Earth's renewable and non-renewable resources and environmental issues. An understanding of the Earth's resources and how we might live sustainably on the planet is at the core of Earth and Environmental Science.

Students develop and apply the Working Scientifically Skills to build their knowledge. Inquiry questions, practical and secondary-source investigations, and fieldwork are used to acquire a deeper understanding of the Earth's features, naturally occurring phenomena, and cycles.

The Earth and Environmental Science Stage 6 course is designed for those students who have a substantial achievement level based on the Science Stages 4–5 course performance descriptions. Whilst most of the concepts are not overly complex, there is a lot of content to be covered so students must be committed to working consistently in class.

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Working Scientifically Skills	
Year 11 components	Year 12 components
<ul style="list-style-type: none"> • Earth's Resources • Plate Tectonics • Energy Transformations • Human Impacts 	<ul style="list-style-type: none"> • Earth's Processes • Hazards • Climate Science • Resource Management

Pre-Requisites, Exclusions: Nil.

Equipment Required: A4 exercise book, A4 practical book and writing material.

Estimated Costs: Costs will vary for materials, excursions and study days.

Assessment: Assessment for this course may include assignments and/or examination style tasks and a depth study.

Co-ordinating Faculty: Science – HT Aleasha Lyons

NESAS BOARD DEVELOPED COURSES – ATAR

ENGLISH ADVANCED (Category A – 2 Units)

Description: In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

This course is suited to students wishing to undertake university studies in humanities, journalism, writing, law and students who enjoy reading and writing will be suited to this course.

Year 11 components	Year 12 components
<ul style="list-style-type: none"> • Common Module: Reading to Write • Module A: Narratives that Shape our World • Module B: Critical Study of Literature 	<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>Students will study a range of text types drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</p> <p>Students need to support their study of texts with their own wide reading.</p>	<p>Students will study four prescribed texts. One drawn from each of the following categories:</p> <ul style="list-style-type: none"> • Shakespearean drama • Prose fiction • Poetry or drama • Nonfiction, film, media OR one other from the above categories.

Pre-Requisites: It is strongly advised that a student wishing to undertake the English Advanced course for Stage 6 should have gained an A or B RoSA grade in Year 10.

Equipment Required: Laptop, exercise book and writing materials.

Estimated Costs: There may be some excursion costs.

Assessment: Assessment for this course may include assignments and/or examination style tasks.

Co-ordinating Faculty: English – HT Nathan Brookes

NESA BOARD DEVELOPED COURSES – ATAR
ENGLISH STANDARD (Category A – 2 Units)

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

Year 11 components	Year 12 components
<ul style="list-style-type: none"> • Common Module: Reading to Write • Module A: Contemporary Possibilities • Module B: Close Study of Literature 	<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
<p>Students will study ONE complex multimodal or digital text in Module A and ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text.</p> <p>Students need to support their study of texts with their own wide reading.</p>	<p>Students are required to closely study three prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • Prose fiction • Poetry OR drama • Film OR media OR nonfiction

Pre-Requisites, Exclusions: English Advanced cannot be studied if completing English Standard. Substantial achievement in Year 10 English.

Equipment Required: Laptop, exercise book and writing materials.

Estimated Costs: There may be some excursion costs.

Assessment: Assessment for this course may include assignments and/or examination style tasks.

Co-ordinating Faculty: English – HT Nathan Brookes

NESAS BOARD DEVELOPED COURSES – ATAR

GEOGRAPHY

(Category A – 2 Units)

Description: Geography investigates the world to accurately describe and interpret its varied character. This course draws on contemporary developments in biophysical and human geography and builds on student's knowledge and understanding about the spatial and ecological dimensions of geography. It uses inquiry method to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of geographical issues.



The course examines a wide range of contemporary issues, both global and local. There is an emphasis on 'hands-on' learning; students are involved in fieldwork and conduct research, observing, questioning, and recording.

The study of Geography provides a valuable foundation for a range of courses at university. It also assists students to prepare to be full and active participation as citizens and employment in areas such as environmental management, urban planning, community development, emergency management, research and teaching, National Park Service.

Inquiry Methodologies Geographical Skills and Tools	
Year 11 components	Year 12 components
<ul style="list-style-type: none"> • Biophysical Interactions • Global Challenges • Senior Geography Project 	<ul style="list-style-type: none"> • Ecosystems at Risk • Urban Places • People and Economic Activity

Pre-Requisites, Exclusions: Students need to complete a Senior Geography Project and undertake 10 hours of fieldwork.

Equipment Required: Notebook and writing materials are required.

Estimated Costs: Variable – printed materials, excursions and study days.

Assessment: This course may include assignments and/or examination style tasks.

Co-ordinating Faculty: HSIE – HT Rose Mead

NESA BOARD DEVELOPED COURSES – ATAR
INDUSTRIAL TECHNOLOGY - Timber Products & Furniture Technologies
(Category A – 2 Units)


Description: This course consists of project work and an Industry Study, which develops a broad range of skills and knowledge, related to the industry focus area - Timber Products. In the preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Also, students must undertake the study of an individual business within the industry. Industrial Technology gives students knowledge and skills in a particular industry and increases job opportunities in a range of practical occupations.

Students with an interest in designing and producing timber projects and seeking employment in an industry where practical knowledge and skills are essential.

Main Topics Covered	
<ul style="list-style-type: none"> Industrial Study 	<ul style="list-style-type: none"> Structural, technical, environmental and sociological factors, personnel issues, Work Health and Safety.
<ul style="list-style-type: none"> Design 	<ul style="list-style-type: none"> Elements and principles, types of design, quality, and influences affecting design.
<ul style="list-style-type: none"> Management and Communication 	<ul style="list-style-type: none"> Development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer-based technology.
<ul style="list-style-type: none"> Production 	<ul style="list-style-type: none"> Display a range of skills through the construction of a number of projects.
<ul style="list-style-type: none"> Industry Related Manufacturing Technology 	<ul style="list-style-type: none"> Understanding of a range of materials, processes, tools and equipment, machinery and technologies.

Pre-Requisites, Exclusion: Students with a Stage 5 Industrial Technology background and interested in designing and producing timber projects are encouraged to complete the course. Especially, if interested in pursuing a career in industry where practical knowledge and skills are required.

Equipment Required: Safety boots. All other personal protective equipment (PPE) required will be provided for students such as safety glasses and ear muffs.

Estimated Costs: \$100. This fee will cover the costs of maintaining equipment, tools and machinery in safe working condition throughout the course. Any consumables required to produce industry standard projects such as adhesives, fasteners and finishes. Access to basic materials to complete practical tasks.

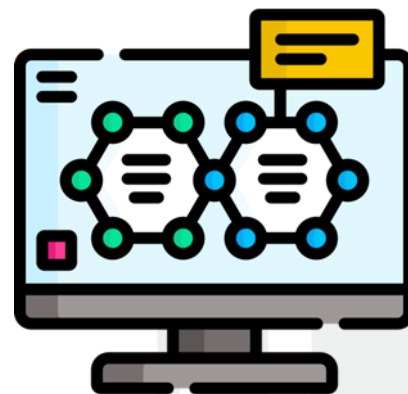
Assessment: Assessment for this course may include assignments, project portfolios, practical work and/or examination style tasks.

Co-ordinating Faculty: TAS – HT Dustin Bradshaw

NESAS BOARD DEVELOPED COURSES – ATAR

INFORMATION PROCESSES AND TECHNOLOGY (Category A – 2 Units)

Description: Students in IPT learn about the systems that operate behind the scenes for all computing operations that they both use and participate in. Covering data handling, website creation, transaction systems and multimedia, students cover a broad range of content that is applicable in many different occupations. The course is ideal for students interested in computers, especially those looking into jobs based with technology being a core focus. Students get to develop their knowledge and skills within a project based environment.



Year 11 components	Year 12 components
<ul style="list-style-type: none"> • What is an information system • Tools for information processes • Developing your own systems • Database management 	<ul style="list-style-type: none"> • Project management • Communication and networking systems • Multimedia systems • Transaction processing systems

Pre-Requisites: No mandatory pre-requisites, however, completing Year 10 – Information Systems Technology (IST) is beneficial.

Exclusions: Students cannot do this subject as well as Computing Applications.

Equipment Required: No specific equipment, however access to a computer or laptop running Windows outside of school is highly recommended.

Estimated Costs: A \$20 fee is allocated to cover Multimedia and other consumables. Optional extra costs for students own projects are voluntary. Costs may be incurred for excursions or study days.

Assessment: Assessment in this course consists of project based submissions and formal examinations. The projects typically include creating websites, developing and filling wikis, designing and populating databases, and generating and producing video and audio items.

Co-ordinating Faculty: TAS – HT Dustin Bradshaw

NESAS BOARD DEVELOPED COURSES – ATAR

INVESTIGATING SCIENCE (Category A – 2 Units)



Description: The Investigating Science course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. Students can choose this course as a stand-alone science course or to complement their other science courses.

Students 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.

Investigating Science caters to a wide range of students who wish to become scientifically literate citizens. The course encourages students to develop an understanding of the ethical, social, economic and political influences on science and scientific research in the modern world.

The Investigating Stage 6 course is designed for those students who have a substantial achievement level based on the Science Stages 4–5 course performance descriptions.

Working Scientifically Skills	
Year 11 components	Year 12 components
<ul style="list-style-type: none"> • Cause and Effect – Observing • Cause and Effect – Inferences and Generalisations • Scientific Models • Theories and Laws 	<ul style="list-style-type: none"> • Scientific Investigations • Technologies • Fact or Fallacy? • Science and Society

Pre-Requisites: Nil.

Equipment Required: A4 exercise book and writing material.

Estimated Costs: Costs may be incurred for excursions and study days.

Assessment: Assessment for this course may include assignments, research projects and/or examination style tasks.

Co-ordinating Faculty: Science – HT Aleasha Lyons

NESA BOARD DEVELOPED COURSES – ATAR
LEGAL STUDIES (Category A – 2 Units)

Description: The focus of this course is the legal system. It examines the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It allows students to develop knowledge and understanding of an individual's rights and responsibilities and how disputes are resolved. It investigates contemporary issues and community rights.



Through the Legal Studies course students are able to develop:

- confidence in approaching and accessing the legal system,
- a better appreciation of the relationship between social and legal structures,
- knowledge of their basic legal rights and responsibilities in a broad selection of contexts, and
- the skills of critical analysis, independent research, collaboration, and effective communication.

All students who will gain valuable study skills in research, analysis, debate and discussion of contemporary issues and work with a view to further study or employment in law, welfare, health and education.

To be successful in this course a student needs to have sound literacy skills. Legal Studies is a valuable foundation for a range of tertiary courses as well as employment and full and active participation as citizens.

Year 11 components	Year 12 components	
<ul style="list-style-type: none"> • The Legal System • The Individual and the Law • Law in Practice 	Core Part I- Crime Core Part II - Human Rights Options (Select TWO) - Family - Shelter	<ul style="list-style-type: none"> - Indigenous people - Workplace - Consumers - Global Environment Protection

Pre-Requisites, Exclusions: Nil.

Equipment Required: Notebook, binder folder and writing material.

Estimated Costs: Various excursions and study days.

Assessment: Assessment for this course may include assignments and/or examination style tasks.

Co-ordinating Faculty: HSIE– HT Rose Mead

NESAS BOARD DEVELOPED COURSES – ATAR

MATHEMATICS ADVANCED (Category A – 2 Units)

Description: Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. This course extends student's working mathematical skills and their understanding of how 'real-world' problems can be solved using mathematical models. It provides a basis for the study of mathematics as a minor discipline at tertiary level, in courses such as the life sciences or commerce.

The course is intended for students who have displayed competence in Stage 5.3 Mathematics outcomes or have achieved the Stage 5.2 outcomes at the highest level. This level of mathematics provides an appropriate background for students who wish to study mathematics as a minor discipline at tertiary level, in support of courses such as the sciences, engineering, economics or in a medical field.

Working Mathematically Skills	
Year 11 components	Year 12 components
<ul style="list-style-type: none"> • Working with Functions 	<ul style="list-style-type: none"> • Graphing Techniques
<ul style="list-style-type: none"> • Trigonometry and Measure of Angles • Trigonometric Functions and Identities 	<ul style="list-style-type: none"> • Trigonometric Functions and Graphs
<ul style="list-style-type: none"> • Introduction to Differentiation 	<ul style="list-style-type: none"> • Differential Calculus • The Second Derivative • Integral Calculus
<ul style="list-style-type: none"> • Exponential and Logarithmic Functions 	<ul style="list-style-type: none"> • Modelling Financial Situations
<ul style="list-style-type: none"> • Descriptive Statistics • Probability • Discrete Probability Distributions 	<ul style="list-style-type: none"> • Bivariate Data Analysis • Random Variables

Pre-Requisites: Students should have studied the Stage 5.3 Mathematics in Stage 5.

Exclusions: Students may **not** study any other NESAS Stage 6 Mathematics course.

Equipment Required: A scientific calculator (Casio fx100AU plus recommended) and writing material.

Estimated Costs: Costs may be incurred for excursions and study days.

Assessment: Assessment for this course may include assignments and/or examination style tasks.

Coordinating Faculty: Mathematics – HT Phillip Willis

NESAS BOARD DEVELOPED COURSES – ATAR

MATHEMATICS STANDARD 2 (Category A – 2 Units)

Description: The Mathematics Standard course focuses on mathematical skills with direct application to everyday activities providing a background for occupations requiring the use of basic mathematical and statistical techniques. The Preliminary Mathematics Standard course is a common course for all students studying the Mathematics Standard Syllabus.

This course will develop a student's knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner.

At the completion of the Year 11 Mathematics Standard course students choose to study either Standard 1 or Standard 2. Mathematics Standard 2 is a BDC Category A (ATAR) course while Standard 1 is a BDC Category B (non-ATAR) course.

Working Mathematically Skills		
Year 11 Standard topics	Year 12 Standard 1 topics	Year 12 Standard 2 topics
<ul style="list-style-type: none"> • Formulae and Equations • Linear Relationships 	<ul style="list-style-type: none"> • Types of Relationships 	<ul style="list-style-type: none"> • Types of Relationships
<ul style="list-style-type: none"> • Applications of Measurement • Working with Time 	<ul style="list-style-type: none"> • Right Angles Triangles • Rates • Scaled Drawings 	<ul style="list-style-type: none"> • Non-right-angled Trigonometry • Rates and Ratios
<ul style="list-style-type: none"> • Money Matters 	<ul style="list-style-type: none"> • Investment Depreciation and Loans 	<ul style="list-style-type: none"> • Investments and Loans • Annuities
<ul style="list-style-type: none"> • Data Analysis • Relative Frequency and Probability 	<ul style="list-style-type: none"> • Further Statistical Analysis 	<ul style="list-style-type: none"> • Bivariate Data Analysis • The Normal Distribution
	<ul style="list-style-type: none"> • Networks and Paths 	<ul style="list-style-type: none"> • Network Concepts • Critical Path Analysis

Pre-Requisites: This course is intended for students who have displayed competence in Stage 5.2 or Stage 5.1 Mathematics. Students who struggled with Stage 5.1 outcomes will find this course very difficult.

Exclusions: Students may **not** study any other NESAS Stage 6 Mathematics course.

Equipment Required: A scientific calculator and writing materials.

Estimated Costs: Costs may be incurred for excursions and study days.

Assessment: Assessment for this course may include assignments and/or examination style tasks.

Coordinating Faculty: Mathematics – HT Phillip Willis

NESAS BOARD DEVELOPED COURSES – ATAR

MODERN HISTORY (Category A – 2 Units)

Description: The Modern History course is designed for students who are interested in the world around them, and who like to question why it is the way it is. It challenges them to think critically about the technological, economic, political and moral changes of the 19th and 20th centuries.



Students investigate the forces that have shaped the world, through the analysis and interpretation of sources. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

The Historical concepts and skills content is integrated throughout the course. The various studies and topics provide the contexts through which concepts and skills are developed. These provide the means by which students are able to engage in historical analysis and argument.

The course is for students who wish to develop their understanding of modern historical issues, enhance their research skills, show an ability to use evidence and enjoy learning about people and events.

Historical Concepts and Skills	
Year 11 course modules	Year 12 course modules
<ul style="list-style-type: none"> Investigating Modern History The Nature of Modern History Case Studies Historical Investigation The shaping of the Modern World 	<ul style="list-style-type: none"> Core Study: Power and Authority in the Modern World 1919–1946 National Studies Peace and Conflict Change in the Modern World

Pre-Requisites: Nil.

Equipment Required: A4 binder folder, loose leaf paper, plastic sleeves and writing materials.

Estimated Costs: Cost of equipment listed above, incidental costs for excursions study days as they occur.

Assessment: This course may include assignments and/or examination style tasks.

Co-ordinating Faculty: HSIE – HT Rose Mead

NESAS BOARD DEVELOPED COURSES – ATAR

MUSIC 1

(Category A – 2 Units)



Description: Music 1 provides students with the opportunity to acquire knowledge, skills and understanding within a broad musical context and encourages learning in formal and informal Music settings after school. Music 1 provides students with opportunities to engage in a range of musical styles and for many it will serve as a pathway to further training and employment in the music industry or in contemporary music fields.

Student ability can range from beginner instrumental and/or vocal skills to those with highly developed performance skills. Students will focus on developing a greater depth of knowledge and understanding of the concepts of music and skills in performance, composition, aural and musicology in areas for which they have an interest. Students who elect this course must make a commitment to complete performance, musicology, aural and composition work in their own time and attend rehearsals outside of class.



Year 11 components	Year 12 components
<p>Students study a minimum of three topics in the Preliminary course.</p> <p>Topics are chosen from a list of 21 possible topics which cover a wide range of styles, periods and genres.</p>	<p>Students study a minimum of three topics which have not previously been studied in the Preliminary Music 1 course in the Higher School Certificate course.</p> <p>Topics are chosen from a list of 21 possible topics which cover a wide range of styles, periods and genres.</p>
<p><i>Components are interrelated and are taught in an integrated program of study.</i></p> <p>The concepts of music through learning experiences in Performance, composition, aural and musicology within the context of a range of styles, periods and genres.</p>	

Pre-Requisites: Nil.

Equipment Required: Folder, manuscript, an A4 exercise book and writing materials.

Estimated Costs: Costs may be incurred for materials, excursions and study days.

Assessment: Assessment for this course includes assessments in performing, composing, musicology and aural skills as well as an aural (listening) examination. There is an External Higher School Certificate Examination for Music 1 which includes Aural Examination 30% as well as a Practical External Examination - Core Performance 10% and Electives (Performance, Composition and/or Musicology) 60%.

Co-ordinating Faculty: CAPA – HT Andrew Donaldson

NESAS BOARD DEVELOPED COURSES – ATAR

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (Category A – 2 Units)



Description:

This course examines a range of areas that underpin health and physical activity in Australia. Students are to complete compulsory core units as well as a range of options in both the Preliminary and the HSC courses. This is a highly academic, theory-based course, involving little to no practical lessons.

Year 11 components	Year 12 components
<p>Core Topics (comprise 60% of the coursework):</p> <ul style="list-style-type: none"> • Better Health for Individuals 30% • The Body in Motion 30% <p>Optional Component (comprise 40% of the coursework):</p> <p>Students study two of the following options:</p> <ul style="list-style-type: none"> • First Aid 20% • Composition and Performance 20% • Fitness Choices 20% • Outdoor Recreation 20% 	<p>Core Topics (comprise 60% of the coursework):</p> <ul style="list-style-type: none"> • Health Priorities in Australia 30% • Factors Affecting Performance 30% <p>Optional Component (comprise 40% of the coursework):</p> <p>Students study two of the following options:</p> <ul style="list-style-type: none"> • The Health of Young People 20% • Sport and Physical Activity in Australian Society 20% • Sports Medicine 20% • Improving Performance 20% • Equity and Health 20%

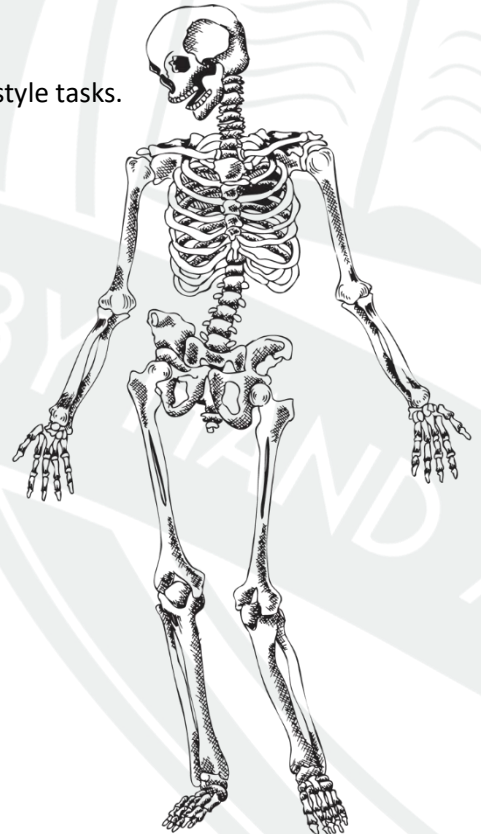
Pre-Requisites: Nil.

Equipment Required: Laptop, A4 exercise book and writing materials.

Estimated Costs: Costs may be incurred for excursions and study days.

Assessment: This course may include assignments and/or examination style tasks.

Co-ordinating Faculty: PDHPE - HT Peta Wykes



NESAS BOARD DEVELOPED COURSES – ATAR

PHYSICS

(Category A – 2 Units)

Description: A study of Physics allows students to better understand the physical world and how it works. Students who study physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities. This course provides a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields.

To be successful in the Physics course students need to:

- have good literacy and numeracy skills,
- be self-motivated, independent workers,
- be able to logically develop a sequence of ideas and apply these ideas to new and unusual situations,
- be undertaking a level of Mathematics.

The Physics Stage 6 course is designed for those students who have a substantial achievement level based on the Science Stages 5 course performance descriptions. Students who wish to pursue careers that require tertiary training such as engineering, Scientists, programmers, mechanics, pilots, electrician and radiography or someone who wants to gain an ATAR score.

Working Scientifically Skills	
Year 11 components	Year 12 components
<ul style="list-style-type: none"> • Kinematics • Dynamics • Waves and Thermodynamics • Electricity and Magnetism 	<ul style="list-style-type: none"> • Advanced Mechanics • Electromagnetism • The Nature of Light • From the Universe to the Atom

Pre-Requisites, Exclusions: Nil.

Equipment Required: A4 exercise book and writing materials.

Estimated Costs: Costs may be incurred for excursions and study days.

Assessment: This course may include assignments, research work and/or examination style tasks.

Co-ordinating Faculty: Science – HT Aleasha Lyons

NESA BOARD DEVELOPED COURSES – ATAR

SOCIETY AND CULTURE (Category A – 2 Units)

Description: The Society and Culture course focuses on the interactions between five fundamental concepts - persons, societies, cultures, environments, and time. These concepts are central to our understanding of how societies work. The course enables students to achieve social and cultural literacy and develop an understanding of themselves, their own society and culture, as well as societies and cultures of others.

Social and cultural research methods are developed throughout the course culminating in a Personal Interest Project (PIP) in the HSC course. The PIP forms part of both the school's assessment and is marked by external examiners to make up 40% of the HSC external examination mark.

This course provides students with knowledge, understanding and skills that support several university courses including education, welfare, cultural studies and law. It encompasses an awareness and appreciation of societies and cultures across time and provides opportunities for independent learning and teamwork.



Year 11 components	Year 12 components
<ul style="list-style-type: none"> • The Social and Cultural World • Personal and Social Identity • Intercultural Communication 	Social and Cultural Continuity and Change (CORE) Personal Interest Project - PIP (CORE) Two options drawn from <ul style="list-style-type: none"> • Belief Systems and Ideologies • Popular Culture • Social Inclusion and Exclusion • Social Conformity and Nonconformity

Pre-Requisites: Nil.

Equipment Required: Notebook and writing materials.

Estimated Costs: Costs will vary to cover printed materials, excursions and study days.

Assessment: This course has a major research project in the HSC course (PIP) along with assignments and/or examination style tasks.

Co-ordinating Faculty: HSIE – HT Rose Mead

NESAS BOARD DEVELOPED COURSES – ATAR

SOFTWARE DESIGN & DEVELOPMENT (Category A – 2 Units)

Description: If you've ever wanted to make a program for a computer to make it do something you want it to, or start making games for others to play, this is the course for you. The first half of the course introduces students to the basics of application design and some basic programming languages and techniques, by having them follow along with tutorials and mini projects.

The second half has students apply this knowledge in a supported environment to design and develop a major project over several months, following industry standard methods and techniques to ensure successful development of a game or application of the students' choice.



Year 11 components	Year 12 components
<ul style="list-style-type: none"> • How applications work • Defining a software solution • Programming in a suitable language • Developing software solutions 	<ul style="list-style-type: none"> • Project management • Solving problems with software • Creating a larger software solution • Application and interface design

Pre-Requisites: No mandatory pre-requisites, however, completing Year 10 – Information Systems Technology (IST) is beneficial.

Exclusions: Students cannot do this subject as well as Computing Applications.

Equipment Required: No specific equipment. Access to a computer or laptop running Windows outside of school is highly recommended.

Estimated Costs: \$20 subject fee is allocated to cover minor consumables. Optional extra costs for students own projects are voluntary. Costs may be incurred for excursions or study days.

Assessment: Assessment in this course consists of project based submissions, theory research tasks and formal examinations. The projects typically include creating small applications and games to learn code, developing interactive websites, learning tools and interfaces, and the major project submission.

Co-ordinating Faculty: TAS – HT Dustin Bradshaw

NESAS BOARD DEVELOPED COURSES – ATAR

VISUAL ARTS

(Category A – 2 Units)

Description: Visual Arts builds on the knowledge and understanding, skills, values and attitudes gained through in Artmaking, Art criticism and Art history as well as The Frames and the Conceptual Framework.

Visual Arts focus on the nature of practice in artmaking, art criticism and art and the different ways visual arts may be interpreted and how students might develop their own informed points of view. The Course explores artmaking practices and processes focusing on the production of artworks. Students develop meaning and understandings over time through various practical investigations and case studies. Critical and historical understanding of art, are demonstrated in writing and talking about art.

Conceptual and practical skills learnt in this course can be applied in art, craft, design and related careers, and other real-world contexts. Students' critical skills – analysis, reflection, judgement and appreciation of the visual arts and the world – can be applied in a range of contexts.



Year 11 components	Year 12 components
<i>Components are interrelated and are taught in an integrated program of study. Artmaking represents 50% of the course and art criticism and art history represents the other 50% of the course.</i>	
<ul style="list-style-type: none"> • Art making in a least 2 forms • Broad investigation of ideas in art criticism and art history through case studies • Focus on The Content of Practice, The Frames and The Conceptual Framework. • Use of a Process Diary 	<ul style="list-style-type: none"> • Development of an artmaking 'Body of Work' major work • Art criticism and Art History – Case studies with complex investigations • Ongoing use of a process diary to document processes.

Pre-Requisites: Nil.

Equipment Required: Visual Arts process diary, A4 exercise book and writing materials.

Estimated Costs: \$80 for class supplies. Additional costs may be incurred for materials, excursions, field trips. In Year 12 students are required to supply their own materials for the artmaking 'Body of Work'.

Assessment: Assessment for this course may include assignments and/or examination style tasks. Students electing this course must commit to completing work in their own time. Artmaking represents 50% of the course and art criticism and art history represents the other 50% of the course. There is an External Higher School Certificate Examination Art Criticism and Art History Written Examination 50% and an Artmaking Body of Work 50% Major Work which is assessed by an external marker.

Co-ordinating Faculty: CAPA – HT Andrew Donaldson

ENGLISH STUDIES (Category B – 2 Units – Non-ATAR)

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

English Studies addresses the needs of students following a vocational pathway as they consolidate their English literacy skills. Students will complete a mandatory module and between 2-4 elective modules for each course.

Overview of Learning

Year 11 mandatory module: Achieving through English – English in education, work and community
 Year 12 mandatory module – Texts and Human Experiences
 Module A: We are Australians – English in citizenship, community and cultural identity
 Module B: Telling us all about it – English and the media
 Module C: On the road – English and the experience of travel
 Module D: Digital Worlds – English and the Web
 Module E: Playing the Game – English in sport
 Module F: MiTunes and Text – English and the language of song
 Module G: Local Heroes – English and community life
 Module H: Part of a Family – English and family life
 Module I: Discovery and Investigations – English and the sciences
 Module J: In the Marketplace – English and the world of business
 Module K: The Big Screen – English in filmmaking
 Module L: Who do I think I am? – English and the self
 Module M: Landscapes of the Mind – English and the creative arts
 Module N: The Way we Were – English for exploring our past

Pre-Requisites, Exclusions: Students may not be enrolled in any other NESA English course. Students will not be eligible for an ATAR.

Estimated Costs: There may be some excursion costs.

Assessment: Assessment for this course may include assignments and/or examination style tasks. There is no external HSC examination for this course.

Co-ordinating Faculty: English – HT Nathan Brookes

MATHEMATICS STANDARD 1 (Category B – 2 Units – Non-ATAR)

Description: The Mathematics Standard course focuses on mathematical skills with direct application to everyday activities providing a background for occupations requiring the use of basic mathematical and statistical techniques. The Preliminary Mathematics Standard course is a common course for all students studying the Mathematics Standard Syllabus.

This course will develop a student's knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner.

The course is intended for students who have displayed competence in Stage 5.2 or Stage 5.1 Mathematics. Students who struggled with Stage 5.1 outcomes will find this course very difficult.

At the completion of the Year 11 Mathematics Standard course students choose to study either Standard 1 or Standard 2. Mathematics Standard 2 is a BDC Category A (ATAR) course while Standard 1 is a BDC Category B (non-ATAR) course.

Working Mathematically Skills		
Year 11 Standard topics	Year 12 Standard 1 topics	Year 12 Standard 2 topics
<ul style="list-style-type: none"> • Formulae and Equations • Linear Relationships 	<ul style="list-style-type: none"> • Types of Relationships 	<ul style="list-style-type: none"> • Types of Relationships
<ul style="list-style-type: none"> • Applications of Measurement • Working with Time 	<ul style="list-style-type: none"> • Right Angles Triangles • Rates • Scaled Drawings 	<ul style="list-style-type: none"> • Non-right-angled Trigonometry • Rates and Ratios
<ul style="list-style-type: none"> • Money Matters 	<ul style="list-style-type: none"> • Investment Depreciation and Loans 	<ul style="list-style-type: none"> • Investments and Loans • Annuities
<ul style="list-style-type: none"> • Data Analysis • Relative Frequency and Probability 	<ul style="list-style-type: none"> • Further Statistical Analysis 	<ul style="list-style-type: none"> • Bivariate Data Analysis • The Normal Distribution
	<ul style="list-style-type: none"> • Networks and Paths 	<ul style="list-style-type: none"> • Network Concepts • Critical Path Analysis

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

Equipment Required: A scientific calculator, notebook and writing materials.

Estimated Costs: Costs may be incurred for excursions.

Assessment: Assessment for this course may include assignments and/or examination style tasks. There is no external HSC examination for this course.

Coordinating Faculty: Mathematics – HT Phillip Willis

CERAMICS (Category B – 2 Units – Non-ATAR)

Description: Ceramics aims to develop an increasing accomplishment and independence in the representation of ideas in ceramics and to develop and understanding and value of how ceramics, as a field of practice, invites different interpretations and explanations.

Students will explore ceramics as art and technology of forming, firing and glazing clay to make a range of products. Clay, the basic material used in this process, is found in many locations throughout the world. This natural material, which is plastic, malleable and pliant, lends itself to many applications ranging from building materials to ceramic ware, e.g. plates, bowls and drinking vessels, jewellery, sculptures and decorative wall surfaces. Clay can be used, in its fired form, in diverse applications that range from massive architectural forms to the production of delicate objects such as translucent vessels and bowls.



Year 11 components	Year 12 components
<p><i>Components are interrelated and are taught in an integrated program of study.</i> Artmaking represents 70% of the course and art criticism and art history represents the other 30% of the course.</p>	
<p>Students begin study with an Introduction to Ceramics Module and Work as well as an integrated Health and Safety Module.</p> <p>Complete studies of optional Modules in any order including Handbuilding, Throwing, Sculptural Forms, Kilns, Glaze Technology, Casting, Surface Treatment, Mixed Media and/or Ceramic Projects.</p>	

Pre-Requisites: Nil.

Exclusions: Works developed for Assessment Tasks in Visual Arts, Visual Design and/or Photography, Video and Digital Imaging are not to be used either in full or part for any other HSC courses.

Equipment Required: Ceramics Journal - Art Diary (A4), protective shirt or apron, a bucket with a sealable lid to store their clay.

Estimated Costs (Materials/Excursions): Costs may be incurred for materials and excursions.

Assessment: Assessment for this course is based on achieving course competencies, practical assessment task and self-reflection. Students are required to complete written assessment research tasks, assignments and/or examination style tasks. There is no external HSC examination for this course.

Co-ordinating Faculty: CAPA – HT Andrew Donaldson

COMPUTING APPLICATIONS (Category B – 2 Units – Non-ATAR)

Description: Computing technology is a tool with the potential to enhance learning and engagement in a range of contexts. The choice of modules provided in this syllabus allows students to explore their own areas of interest and to develop specific skills in, and knowledge and understanding of computer-based technology.

Students' capacities in both information handling and the creative processes are enhanced when a variety of software applications are available to them. Students will proceed through self-paced courses with several modules developing a range of new skills in the use of computers.

This course students interested in computers, or those interested in learning methods and techniques to help them in an increasingly computerised world. Students will learn many new features of the Microsoft Office package, some basic game programming, and various multimedia tools including developing a website and hosting it online and can choose from a variety of digital media or networking options.

Overview of Learning	
•	Hardware and Software Skills
•	Graphics I and Graphs II
•	Spreadsheets I and Spreadsheets II
•	Desktop Publishing I and Desktop Publishing II
•	Databases
•	Communications I and Communications II
•	Multimedia I and Multimedia II

Pre-Requisites: Nil.

Exclusions: Students who select this course cannot select other NESA Board Developed Courses within the Information Technology Curriculum Framework.

Equipment Required: It is recommended that students should have a computer or laptop and internet access available at home, to proceed most effectively in this subject.

Estimated Costs: Costs may be incurred for excursions.

Assessment: This course may include assignments and/or examination style tasks. There is no external HSC examination for this course.

Co-ordinating Faculty: TAS – HT Dustin Bradshaw

EXPLORING EARLY CHILDHOOD (EEC) (Category B – 2 Units – Non-ATAR)

Description: EEC explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator. Students are to complete 3 core units of work (in no particular order) and then a choice of the 14 modules.

Overview of Learning

- Core A: Pregnancy and Childbirth (15 hours indicative time)
- Core B: Child Growth and Development (20 hours indicative time)
- Core C: Promoting Positive Behaviour (10 hours indicative time)
- Module 1: Learning Experiences for Young Children
- Module 2: Play and the Developing Child
- Module 3: Starting School
- Module 4: Gender and Young Children
- Module 5: Children and Change
- Module 6: Children of Aboriginal and Torres Strait Islander Communities
- Module 7: Historical and Cultural Context of Childhood
- Module 8: The Children's Services Industry
- Module 9: Young Children and the Media
- Module 10: Young Children and the Law
- Module 11: Children's Literature
- Module 12: Food and Nutrition
- Module 13: Child Health and Safety
- Module 14: Young Children with Special Needs



Pre-Requisites: Nil.

Equipment Required: Laptop, A4 exercise book and writing materials.

Estimated Costs: \$40 to cover the equipment required to complete tasks in class and for some excursions.

Assessment: This course includes assignments and practical style tasks. There is no external HSC examination for this course.

Co-ordinating Faculty: PDHPE – HT Peta Wykes

NUMERACY (Category B – 2 Units – Non-ATAR)

Description: The Numeracy course is 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.

The Numeracy course is organised into four modules, which are divided into content areas. The Preliminary course is undertaken by all students intending to study the HSC Numeracy course.

Numeracy addresses the needs of students following a vocational pathway as they consolidate their real-life numeracy skills.

Overview of Learning
Whole numbers
Operations with whole numbers
Distance, area and volume
Time
Data, graphs and tables
Fractions and decimals
Operations with fractions and decimals
Metric relationships
Length, mass and capacity
The probability of everyday events
Percentages linked with fractions and decimals
Finance
Location, time and temperature
Space and design
Rates and ratios
Statistics and probability
Exploring numeracy using NRMT

Pre-Requisites: Nil.

Exclusions: Students may **not** study any other NESA Stage 6 Mathematics course.

Equipment Required: A scientific calculator and writing materials.

Estimated Costs: Costs may be incurred for excursions.

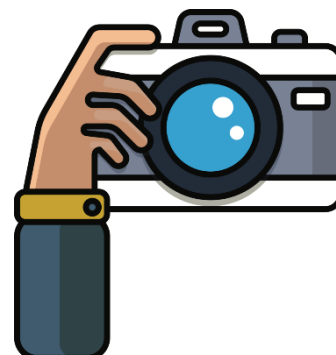
Assessment: Assessment for this course may include assignments and/or examination style tasks. There is no external HSC examination for this course.

Coordinating Faculty: Mathematics – HT Phillip Willis

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING (Category B – 2 Units – Non-ATAR)

Description: This Content Endorsed Course provides students with opportunities to explore contemporary artistic practices that make use of photography, video and digital imaging.

These fields of artistic practice resonate with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice and the frames.



Overview of Learning

Components are interrelated and are taught in an integrated program of study.

- Students will complete between 3 – 6 modules from Wet Photography, Digital Imaging and Film.
- Students will complete a Mandatory Module: Work Health and Safety as an integrated unit.

Pre-Requisites: Nil.

Exclusions: Works developed for Assessment Tasks in Visual Arts, Visual Design and/or Photography, Video and Digital Imaging are not to be used either in full or part for any other HSC courses.

Equipment Required: Photography Portfolio, Visual Arts Diary (A4) and writing material.

Estimated Costs: Costs may be incurred for materials and excursions.

Assessment: Assessment for this course includes assignments and examination style tasks. Students will be required to complete both practical and theory tasks for assessment. Please consult the assessment schedule. There is no external HSC examination for this course.

Co-ordinating Faculty: CAPA – HT Andrew Donaldson

SPORT, LIFESTYLE AND RECREATION (Category B – 2 Units – Non-ATAR)

Description: Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and make informed decisions. This course enables students to further develop their understanding and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active. Sport, Lifestyle and Recreation is a student driven course. The students determine the sports covered throughout the entirety of the course. This course is 60% practical based and 40% theory based.

Overview of Learning

The modules offered in Sport, Lifestyle and Recreation are throughout either the Preliminary or HSC course:

1. Aquatics
2. Athletics
3. Dance
4. First Aid and Sports Injuries
5. Fitness
6. Games and Sports Applications I
7. Games and Sports Applications II
8. Gymnastics
9. Healthy Lifestyle
10. Individual Games and Sports Applications
11. Outdoor Recreation
12. Resistance Training
13. Social Perspectives of Games and Sports
14. Sports Administration
15. Sports Coaching and Training



Pre-Requisites, Exclusions: Nil.

Equipment Required: Laptop, A4 exercise book and writing material.

Estimated Costs: Students may be required to pay for entry to local venues and excursions.

Assessment: This course may include practical performances, report writing, research tasks, assignments and practical style tasks. There is no external HSC examination for this course.

Co-ordinating Faculty: PDHPE – HT Peta Wykes

VISUAL DESIGN**(Category B – 2 Units – Non-ATAR)**

Description: Visual Design provides students with opportunities to explore the links between art and design by designing and studying images and objects such as ceramics, jewellery, clothing, furniture, posters, publications and built environments which closely relate to the works produced by artists. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in society. It promotes imaginative and innovative approaches to design in Australia.

This course aims to develop an increasing accomplishment and independence in representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that will lead to and demonstrate conceptual and technical accomplishment.



Overview of Learning
<i>Components are interrelated and are taught in an integrated program of study.</i>
<ul style="list-style-type: none"> • Students study a variety of modules from Graphic Design, Wearable Design, Product Design and Interior/Exterior design. • Students will complete General Module – Individual and Collaborative Design Project and Mandatory Module: Work, Health and Safety. • Visual Design components and weightings are Designing and Making 70% and Critical and Historical Studies 30%.

Pre-Requisites: Nil.

Exclusions: Works developed for Assessment Tasks in Visual Arts, Visual Design and/or Photography, Video and Digital Imaging are not to be used either in full or part for any other HSC courses.

Equipment Required: Folder, Visual Arts Process Diary (A4) and writing material.

Estimated Costs (Materials/Excursions): Costs may be incurred for materials and excursions.

Assessment: Assessment for this course may include artmaking, critical and historical studies and/or examination style tasks. There is no external HSC examination for this course.

Co-ordinating Faculty: CAPA – HT Andrew Donaldson

WORK STUDIES

(Category B – 2 Units – Non-ATAR)

Description: Work Studies will assist students to recognise the links between education, training, work and lifestyle and the economic and social factors that affect work opportunities. It will develop students’ skills in accessing work related information, presenting themselves to potential employers, and functioning effectively in the workplace.



Modules are selected to best meet the needs of students in each class. Topics include:

- In the workplace
- Preparing Job Applications
- Teamwork and Enterprise Skills
- Team Enterprise Project
- Experiencing Work
- School Developed Module

Year 11 components	Year 12 components
<ul style="list-style-type: none"> • In the workplace • Preparing Job Applications • Teamwork and Enterprise Skills 	<ul style="list-style-type: none"> • Team Enterprise Project • Experiencing Work • School Developed Module

Pre-Requisites: Nil.

Equipment Required: Nil.

Estimated Costs: Possible excursions and costs for qualifications/certificates e.g. First aid.

Assessment: Assessments for this course may include assignments and/or examinations style tasks. There is no external HSC examination for this course.

Co-ordinating Faculty: TAS – HT Dustin Bradshaw

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBATs)

A school based apprenticeship or traineeship provides a student with the opportunity to attain a nationally recognised VET Certificate II or Certificate III qualification as well as their Higher School Certificate (HSC). The student gains valuable work skills and experience through paid employment that will improve their future employment prospects.

SBATs work the equivalent of one day per week, while studying for their HSC. The formal off the job training generally contributes 4 - 6 units towards the total of 22 units required to complete the HSC. They are also enrolled in the Board Endorsed 2 Unit course, Industry-Based Learning, which recognises the significant work component involved in their SBAT.

Students are responsible for catching up on schoolwork missed while attending the workplace and their TAFE or other provider lessons. Mount Austin High School does our best to arrange a student's timetable to minimise disruption to school courses, however, students will miss some classes.

<http://www.sbatinns.info/>

For more information and to express an interest in becoming an SBAT please see our Careers Advisor. SBATS are available in wide range of vocational fields - a selection is listed below:

Business Administration, Business Services, Financial Services, Individual Support (Aging), Health Services Assistance, Early Childhood Education and Care, Fitness, Automotive Body Repair Technology, Automotive Servicing Technology, Construction, Metal and Engineering, Electronics, Warehousing Operations, Community Pharmacy, Hairdressing, Hospitality, Retail Services, Floristry and many more.

Appendix - VET Courses

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

School-based traineeship may be available in some courses, for more information:

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

For more information on VET course please visit the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

At Mount Austin High VET Options are:

- CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction (Board Developed - Category B)
- SIT20316 Certificate II in Hospitality (Board Developed - Category B)
- MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate I in Engineering Pathways (Board Endorsed)
- AHC20116 Certificate II in Agriculture (Board Developed - Category B)



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 the 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.



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

Course: **Primary Industries**
Board Developed Course (240 hour)

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

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of AHC20116 Certificate II in Agriculture (Release 7) <https://training.gov.au/Training/Details/AHC20116>

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

Recommended Entry Requirements

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

Units of Competency

Core		Electives	
AHCWHS201	Participate in work health and safety processes	AHCMOM202	Operate tractors
AHCWRK204	Work effectively in the industry	AHCMOM304	Operate machinery and equipment
AHCWRK209	Participate in environmentally sustainable work practices.	AHCLSK211	Provide feed for livestock
		AHCLSK209	Monitor water supplies
		AHCINF202	Install, maintain and repair farm fencing
		AHCINF201	Carry out basic electric fencing operations
		AHC BIO201	Inspect and clean machinery for plant, animal and soil
Healthy Livestock			
AHCLSK202	Care for health and welfare of livestock		
AHCLSK205	Handle livestock using basic techniques		
AHCLSK206	Identify and mark livestock		
AHCLSK204	Carry out regular livestock observations		

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

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

This qualification provides a general vocational outcome in agriculture. The qualification enables individuals to select a livestock production, plant or livestock context as a job focus.

Examples of occupations in primary industries:

- farm or station hand/labourer
- nursery assistant
- assistant farm or station worker
- shearing hand
- livestock worker
- assistant animal attendant/stockperson

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: \$65.00

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

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

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



2023 CONSTRUCTION COURSE DESCRIPTOR

CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction

Public Schools NSW Wagga Wagga, RTO 90333

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

Course: **Construction**
Board Developed Course (240 hour)

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

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

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

Recommended Entry Requirements

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

Units of Competency

Core Units

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

Refer to the TAS for the qualification packaging rules.

Elective Units

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

Option 3

CPCCJN2001 Assemble components
CPCCJN3004 Manufacture and assemble joinery components

White Card

CPCCWHS1001 - Prepare to work safely in the construction industry.
The General Construction Induction Training (White Card) will be delivered as part of this course.

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.
A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.

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

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

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. | <ul style="list-style-type: none"> • This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction. |
|--|--|

Examples of occupations in the construction industry:

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites | <ul style="list-style-type: none"> • Carpentry • Joinery | <ul style="list-style-type: none"> • Bricklaying • builder's labourer. |
|--|--|--|

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: \$65.00

Refunds

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

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

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



2023 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTOR
MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413
Certificate II in Engineering Pathways
 Public Schools NSW, Wagga Wagga RTO 90333

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

Course: **Manufacturing and Engineering - Introduction**
 Board Endorsed Course **240 hour**

2 or 4 Preliminary and/or HSC units in total
There is not an Australian Tertiary Admission Rank (ATAR) option for this course

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

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

Recommended Entry Requirements

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

Units of Competency

Core

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

Refer to the TAS for the qualification packaging rules.

Electives:

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

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

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

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

Examples of occupations in the Manufacturing and Engineering industry:

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

Mandatory HSC Course Requirements

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

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$65.00

Refunds

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

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

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

2023 Course Descriptor MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways
 Public Schools NSW, Wagga Wagga RTO 90333 V1.2 Updated March 2022

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



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

Course: Hospitality

Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank(ATAR)

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20316 Certificate II in Hospitality (Release 2) <https://training.gov.au/Training/Details/SIT20316>

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

Recommended Entry Requirements

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

Units of Competency**Core**

BSBWOR203	Work effectively with others
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in safe work practices
SITHIND002	Source and use information on the Hospitality Industry
SITXCCS003	Interact with customers
SITHIND003	Use hospitality skills effectively

Electives

SITXFSA001	Use hygienic practices for food safety
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITHCCC001	Use food preparation equipment
SITXFSA002	Participate in safe food handling practices
BSBSUS201	Participate in environmentally sustainable work practices
BSBCMM201	Communicate in the workplace

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

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

Working within the hospitality industry involves

- organising information and records in both paper and electronic forms
- customer (client) service

- teamwork
- using technologies
- creating documents

Examples of occupations in the hospitality industry:

- café attendant
- catering assistant
- food and beverage attendant

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: \$65.00**Refunds**

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

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

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

YEAR 10 INTO 11 HSC SELECTION INTERVIEW SHEET

Please bring this copy completed and submit your preferences during the interview.

It will then be kept by the interview panel.

Name:		Date:	
Current attendance rate:			
Circle the pathway you are intending to achieve			
ACADEMIC - ATAR		VOCATIONAL – Non-ATAR	
Please circle the level of English you would like to do then choose five (5) other courses in order of preference			
Course 1: English			
Level:	English Advanced	English Standard	English Studies
Course 2:	BDC Cat-A BDC Cat-B BEC VET		
Course 3:	BDC Cat-A BDC Cat-B BEC VET		
Course 4:	BDC Cat-A BDC Cat-B BEC VET		
Course 5:	BDC Cat-A BDC Cat-B BEC VET		
Course 6:	BDC Cat-A BDC Cat-B BEC VET		
1st Reserve:	BDC Cat-A BDC Cat-B BEC VET		
2nd Reserve:	BDC Cat-A BDC Cat-B BEC VET		
3rd Reserve:	BDC Cat-A BDC Cat-B BEC VET		
4th Reserve:	BDC Cat-A BDC Cat-B BEC VET		
Parent / carer name/s			
Parent / carer signature/s			
Student signature			
Staff Panel names			
Notes:			