



Eden Marine High School

STAGE 6 COURSES

Contents

Diverse learning pathways for emerging adults	3
The Higher School Certificate	5
Assessment and Reporting	7
Learning for now and the future	8
Personalised learning for post school opportunities	9
English courses	
English Standard	12
English Advanced	13
English Extension	14
English Studies	15
Mathematics courses	
Mathematics Standard	16
Mathematics Advanced	17
Mathematics Extension	18
Science Courses	
Biology	19
Chemistry	20
Physics	21
Science Extension	22
Technology courses	
Agriculture	23
Design and Technology	24
Food Technology	25
Industrial Technology (Metal and Engineering)	26
Industrial Technology (Timber Products)	27
Marine Studies	28
Human Society and its Environment (HSIE) courses	
Aboriginal Studies	29
Ancient History	30
Business Studies	31
Geography	32
History Extension	33
Legal Studies	34
Modern History	35
Society and Culture	36
Creative Arts courses	
Drama	37
Music	38
Visual Arts	39
Photography, Video and Digital Imaging	40
Personal Development, Health and Physical Education (PDHPE) courses	
Community and Family Studies (CAFS)	41
Personal Development, Health and Physical Education (PDHPE)	42
Vocational Education and Training (VET) Courses	43
CPC20211 Certificate II in Construction Pathways	44
SIT20316 Certificate II in Hospitality	46
SIS30519 Certificate III in Sport Coaching	48

Diverse learning pathways for emerging adults

Stage 6 prepares students for university, further education and the workforce. There are three things to consider when choosing your courses:

- ✓ **Interest and ability** – Choose subjects you like and are interested in. It is also important that you choose courses that you can complete successfully.
- ✓ **Keep your options open** – If you are not sure about your future career path, choose a wide range of courses.
- ✓ **Career paths** – discuss your career options with the Career Adviser so you can make informed decisions about the courses you select.

During the selection process you will have the opportunity to meet with numerous people to guide you in your choice of courses. Take the time to discuss your options with your parents, teachers and Year Adviser.

Don't choose courses based on what your friends are doing, or because you think a teacher might be teaching a certain subject. Select courses you will enjoy as this will motivate you to produce your best work.

English Courses

- English Studies
- English Standard
- English Advanced
- English Extension 1
- English Extension 2

Mathematics Courses

- Mathematics Standard 1
- Mathematics Standard 2
- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Extension 2

Science Courses

- Biology
- Chemistry
- Physics
- Science Extension

Creative Arts Courses

- Drama
- Music 1
- Photography
- Visual Arts

Vocational Education and Training (VET) Courses

- CPC20211 Certificate II in Construction Pathways
- SIT20316 Certificate II in Hospitality
- SIS30519 Certificate III in Sport Coaching

Language Courses

A broad range of languages other than English are available for students to study. Typically students choose to study a language from three levels – Beginners, Continuers or Extension courses.

HSIE Courses

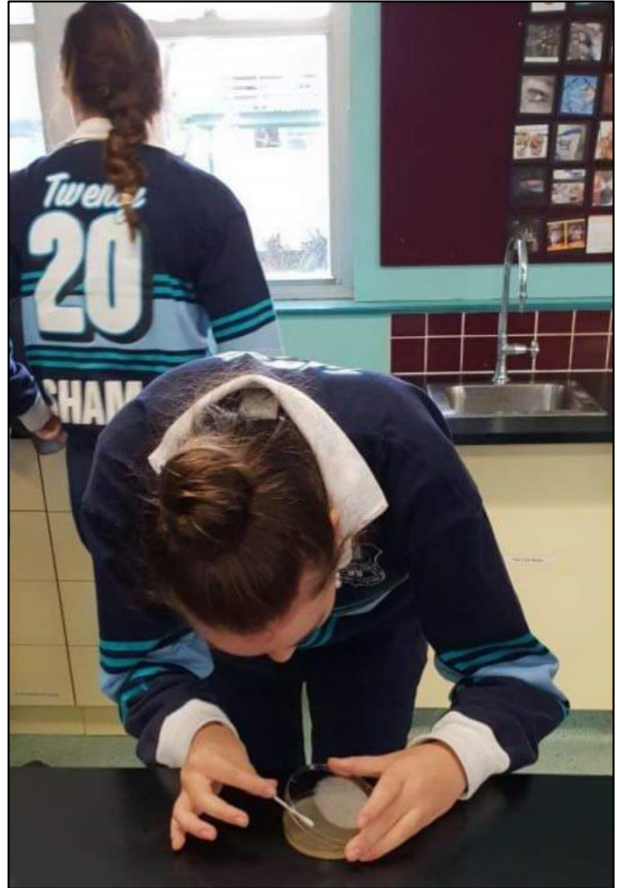
- Aboriginal Studies
- Ancient History
- Business Studies
- Geography
- History Extension
- Legal Studies
- Modern History
- Society and Culture

PDHPE Courses

- Community and Family Studies (CAFS)
- Personal Development, Health and Physical Education (PDHPE)

Technology Courses

- Agriculture
- Design and Technology
- Food Technology
- Industrial Technology (Timber Products)
- Industrial Technology (Metal and Engineering Technologies)
- Marine Studies



The Higher School Certificate

Study for the Higher School Certificate (HSC) begins with the study of preliminary courses at the beginning of Year 11. These courses are typically completed by the end of Term 3 and study for the HSC begins the following term (Term 4). Lessons at school usually continue for Year 12 students until the end of Term 3. Students are then able to use their time to independently prepare for the final HSC examinations which typically start in the middle of October.

To be eligible for the HSC, students must:

- ✓ Satisfactorily complete Year 9 and Year 10.
- ✓ Complete the online course 'HSC: All My Own Work' before submitting any preliminary course work.
- ✓ Study at least 6 units of NSW Education Standards Authority (NESA) developed courses.
- ✓ Study a minimum of 12 units in the preliminary course and a minimum of 10 units in the HSC course.

Vocational Education and Training (VET) courses count towards the HSC and will also lead to qualifications recognised across a range of industries. Extension courses enable students to undertake more in-depth study in areas of special interest. The HSC also includes Life Skills courses for students with special education needs.

Preliminary Pattern of Study

A preliminary pattern of study is made up of at least 12 units. Most students choose 6 courses to make up the 12 units.

A preliminary pattern of study must include:

- at least 4 courses
- 2 units of English
- at least 4 units of NESA developed courses other than English
- at least 3 courses of 2 units.

To satisfactorily complete a preliminary course, students are required to:

- attend lessons (most courses require 120 hours of class time)
- satisfactorily complete all set course work and submit tasks completed to the best of their ability by the given due date
- satisfactorily complete any practical, oral or project works required for specific courses.

HSC Pattern of Study

A HSC pattern of study is made up of at least 10 units. Most students continue studying the 6 courses they completed as part of the preliminary pattern of study, but some students choose to study 5 courses to make up the 10 units.

A HSC pattern of study must include:

- at least 4 courses
- 2 units of English
- at least 4 units of NESA developed courses other than English
- at least 3 courses of 2 units.

To satisfactorily complete a HSC course, students are required to:

- attend lessons (most courses require 120 hours of class time)
- satisfactorily complete all set course work and submit tasks completed to the best of their ability by the given due date
- satisfactorily complete any practical, oral or project works required for specific courses
- make a serious attempt at the required HSC examinations.

HSC Minimum Standard

Reading, writing and mathematics skills are needed for everyday life after school. Students are required to demonstrate a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC). Students demonstrate these skills through the successful completion of three online tests in the areas of:

- ✓ Reading
 - ✓ Writing
 - ✓ Numeracy
- Students have multiple opportunities to demonstrate the minimum standard of literacy and numeracy in Year 10, Year 11 or Year 12, and even after the HSC if required.
 - Early identification and support for students at risk of not achieving the minimum standard is available through additional literacy and numeracy programs. Sample questions and answers and practice tests are available online. Students work with teachers to determine when they are ready to take each test.
 - Some students with disabilities will be eligible for extra provisions for the online tests, or an exemption.

Regular attendance is the key to success

Each day's learning builds on what has been learnt before. Attending school all day, every day, each term provides students with the opportunity to build strong connections between what they are learning and what they already know.

Missing a day of school disrupts the learning process and creates gaps in student understanding. In addition to learning new skills, regular attendance also helps young people develop important social skills, such as friendship building, teamwork, communication skills and a healthy self-esteem. Students are expected to have an attendance rate of at least 95%.



Assessment and Reporting

Assessment is a measure of actual student performance in various tasks. It is not a measure of potential performance or an estimate of general ability. The New South Wales Education Standards Authority (NESA) expects students to have:

- ✓ followed the course developed or endorsed by NESA
- ✓ applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- ✓ achieved some or all of the course outcomes
- ✓ completed all assessment tasks.

For each task, students will be provided with their assessment and ranking in that task. However, if a student fails to seriously attempt an assessment task, they will be awarded zero for that task. Where a candidate has failed to satisfactorily study a Preliminary or HSC course, the Principal will advise NESA accordingly. This may result in a student being ineligible for the award of a Higher School Certificate.

Reporting on the Preliminary and HSC Courses

Student progress and achievement is reported by the school as a grade and a rank. Satisfactory progress is reported as a C grade. Higher standards of performance are reported as a B or A grade. Student performance that is not satisfactory is reported as a D or E.

Higher School Certificate Credential

Students successfully completing their Higher School Certificate (HSC) will receive a portfolio of results. The portfolio will contain their Higher School Certificate testamur, a summary of results, and a course results sheet for each course completed. Students who successfully complete all requirements of an Australian Qualifications Framework (AQF) Vocational Education and Training (VET) qualification will also receive a certificate and an accompanying transcript of competencies achieved.

Student final achievement in each course is determined by NESA after students complete the external HSC examinations. Typically, school-based assessment tasks contribute to 50% of the final mark. The other 50% comes from the HSC examination. Each unit is worth 50 marks, so a 2 unit course is reported on a scale of 0 – 100.

Student performance is also reported as a performance band. There are 6 performance bands that correspond to different levels of achievement. Band 1 indicates that the minimum standard of knowledge, skills and understanding has not been met, and Band 2 to Band 6 correspond to increasing levels of achievement, with Band 6 being the highest performance band.

HSC results are typically provided to students via sms and email in December. Students can also access a copy of their full credentials from Schools Online. Hard copies of the testamur (certificate) are usually sent in the mail in January.



Learning for now and the future



Learning at school and learning at home

We recognise the importance of the learning partnership between teachers, students and parents. Learning at school, combined with learning at home is vital for students to achieve their full potential. Regular study at home supports new learning at school. Parents and carers can help students succeed by providing a quiet place for home study. Stage 6 students are expected to complete 2-3 hours home study per night.

An important part of learning, is learning how to learn. Our highly skilled teachers embed the development of effective study techniques into teaching and learning programs, and the Learning Support Team works with teachers and students to ensure all students are supported to access the curriculum, particularly those who may be experiencing learning difficulties.

Eden Marine High School recognises the need to prepare our students for a rapidly-changing world, where technology plays a critical role in personal, social and professional lives. We value the use of technology to enhance teaching and learning in the pursuit of academic excellence. Our teachers are highly skilled in the use of technology. The development of student proficiency and capacity to use technology effectively and responsibly is embedded in all teaching and learning programs.

Laptops for learning

Our Laptops for Learning Program combines quality face-to-face teaching and learning with unlimited access to learning resources through the Google Classroom online learning platform. We recognise the importance of consolidating new learning and expect students to engage with learning at school and at home. All Stage 6 students require a laptop for learning at home. This ensures students can access the resources they need when they are at school or at home, and empowers students to be:

- ✓ capable and responsible digital citizens
- ✓ creative, critical thinkers, and
- ✓ self-directed learners.

Personalised learning for post school opportunities

Stage 6 provides students with an opportunity to tailor learning to their individual needs. Each student's learning pattern is different as they prepare for the post-school pathway of their choice. Students are encouraged to seek support from the Careers Adviser to explore and pursue post-school pathways.

Post-school
pathway

1

- I am returning to school for Year 11 because there is a legal requirement for me to attend school until I am 17. If I get offered a job I'd probably leave school.
- I am not sure what I want to do yet, but I know I don't want to go to university.
- I would prefer my courses to be practical and I may be interested in taking up a School Based Apprenticeship Traineeship (SBAT).
- I would like to be in paid work as well as studying my HSC.

Post-school
pathway

2

- I want to get my HSC.
- I don't know if I want to go to university.
- I prefer courses that are more practical, but I have demonstrated my ability to succeed in other courses as well.
- I want a mixture of vocational and academic courses and am aware that I can only have one VET course if I want to keep my options open to go to university.

Post-school
pathway

3

- I want to get my HSC.
- I intend going to university.
- I want most of my courses to be academic and challenging.
- I am aware that I should study Advanced English if I want a broad choice of university choices.

Types of courses

- Board Developed Courses – These are courses developed by NESA. They are examined externally and can contribute to an ATAR.
- Board Developed Life Skills Courses – These courses are developed by NESA and provide an alternative HSC learning pathway for students with special learning needs. They are not examined externally and do not contribute to an ATAR.
- Board Endorsed Courses – These courses count towards the HSC, however they do not count towards the calculation of the ATAR.
- Content Endorsed Courses – These courses are endorsed by NESA to cater for special areas of interest.
- Vocational Education and Training (VET) courses – These courses give students work-related skills in a variety of industry areas. Students will receive a nationally recognised qualification when they complete their course.

Courses are also divided into different categories:

- Category A courses are more appropriate preparation for university study.
- Category B courses are not recognised as being appropriate preparation for university study.

Stage 6 Courses

		Suits pathway	Number of units	Contributes to ATAR	Course Category
Board Developed Courses	English Standard	1, 2, 3	2	✓	A
	English Advanced	3	2	✓	A
	English Studies	1, 2	2	✓	A
	English Extension 1	3	2	✓	A
	English Extension 2 (HSC only)	3	2	✓	A
	Mathematics Standard 1 (HSC only)	1, 2	2	✓	A
	Mathematics Standard 2	2, 3	2	✓	A
	Mathematics Advanced	3	2	✓	A
	Mathematics Extension 1	3	2	✓	A
	Mathematics Extension 2 (HSC only)	3	2	✓	A
	Biology	2, 3	2	✓	A
	Chemistry	2, 3	2	✓	A
	Physics	2, 3	2	✓	A
	Science Extension (HSC Only)	3	2	✓	A
	Aboriginal Studies	1, 2, 3	2	✓	A
	Ancient History	2, 3	2	✓	A
	Business Studies	2, 3	2	✓	A
	Geography	2, 3	2	✓	A
	History Extension	3	2	✓	A
	Legal Studies	2, 3	2	✓	A
	Modern History	2, 3	2	✓	A
	Society and Culture	2, 3	2	✓	A
	Community and Family Studies	2, 3	2	✓	A
	Personal Development Health Physical Education	2, 3	2	✓	A
	Drama	2, 3	2	✓	A
	Music 1	2, 3	2	✓	A
	Visual Arts	2, 3	2	✓	A
	Agriculture	2, 3	2	✓	A
	Design and Technology	2, 3	2	✓	A
	Food Technology	2, 3	2	✓	A
Industrial Technology (Timber Products)	1, 2, 3	2	✓	A	
Industrial Technology (Metal and Engineering)	1, 2, 3	2	✓	A	
VET	Hospitality	1, 2, 3	2	✓	B
	Construction	1, 2, 3	2	✓	B
	Sport Coaching	1, 2, 3	2	✓	B
Content Endorsed	Marine Studies	1, 2	2	-	-
	Photographic, Video and Digital Media	1, 2	2	-	-

Australian Tertiary Admission Rank (ATAR)

Applications for university are ranked, relative to all other candidates for the HSC using the Australian Tertiary Admission Rank (ATAR). The ATAR is a scale between 0 and 99.95 which indicates the ranking of students in the state.

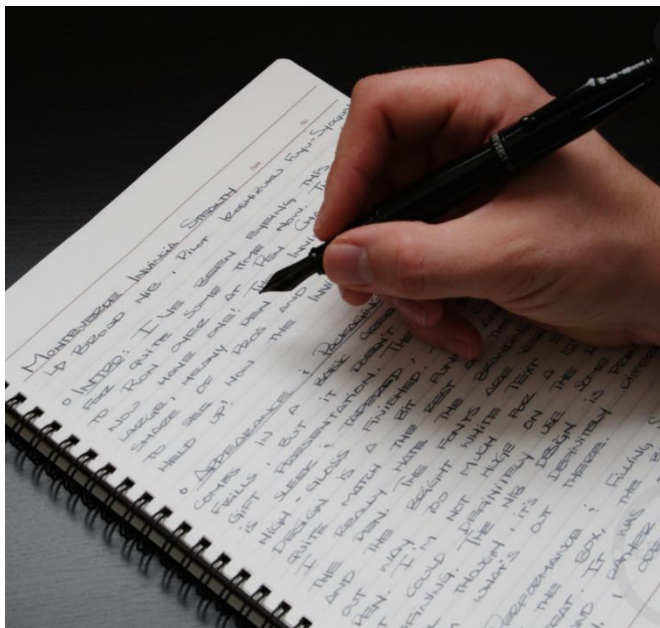
- English is included in the ATAR calculation.
- The ATAR is based on the marks for the best 10 units of study.
- Students seeking an ATAR above 85 shouldn't study more than one VET course.
- No more than 2 units of a Category B course can be included in the ATAR calculation.
- An ATAR above 85 is less likely if you study a VET course.
- An ATAR above 85 is less likely without Advanced English.

Finalisation of courses

When students have submitted their course choices, the school considers how to timetable the courses so that students can study their preferred courses. Sometimes it is not possible to timetable all the courses and students may have to reconsider a choice.



English Standard



- 2 unit course
- Contributes to ATAR
- No major project

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.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english>

Areas of study

Preliminary course

- In the *Reading to Write: Transition to Senior English* unit of work, students explore texts and consolidate skills required for senior study. This unit of work is common to the English Standard and English Advanced courses.
- Students also study two additional modules to explore and examine texts and analyse aspects of meaning:
 - Close Study of Literature
 - Contemporary Possibilities

HSC course

- In the *Texts and Human Experiences* unit of work, students analyse and explore texts and apply skills in synthesis. This unit of work is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses.
- Students also study three additional modules that emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Creative composition
- Multimodal presentation
- Essay

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

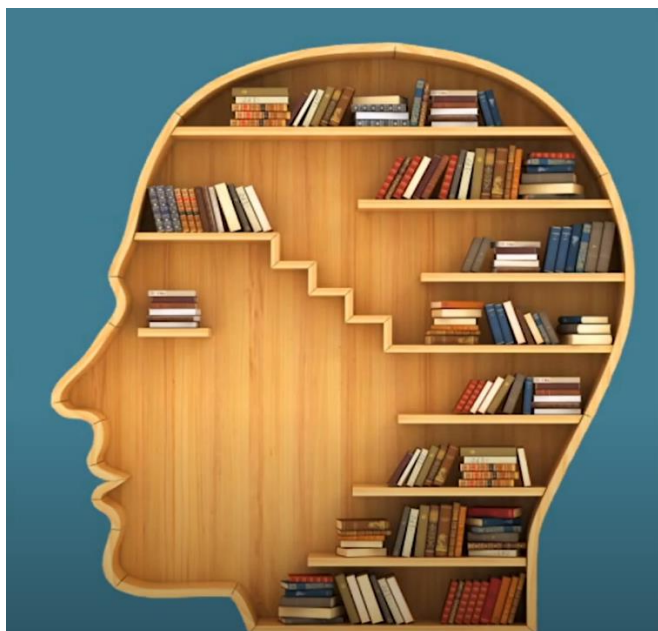
- Multimodal presentation
- Critical response
- Creative composition
- Written examination

English Advanced

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.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english>



- 2 unit course
- Contributes to ATAR
- No major project

Areas of study

Preliminary course

- In the *Reading to Write: Transition to Senior English* unit of work, students explore texts and consolidate skills required for senior study. This unit of work is common to the English Standard and English Advanced courses.
- Students also study two additional modules to explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values:
 - *Critical Study of Literature*
 - *Narratives that Shape our World*

HSC course

- In the *Texts and Human Experiences* unit of work, students analyse and explore texts and apply skills in synthesis. This unit of work is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses.
- Students also study three additional modules that emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued.

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Creative composition
- Multimodal presentation
- Essay

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Multimodal presentation
- Comparative essay
- Writing portfolio
- Written examination

English Extension



- 1 unit course
- Contributes to ATAR
- No major project - English Extension 1
- Major project - English Extension 2

The English Extension course provides students who undertake Advanced English, are accomplished in their use of English and have an interest in literature, with the opportunity to extend their use of language and self-expression in creative and critical ways.

Through engaging with increasingly complex concepts through a broad range of literature from a range of contexts, students refine their understanding and appreciation of the cultural roles, the significance of texts and the way literature shapes and reflects the global world.

The English Extension 2 course provides students who are accomplished in their use of English with the opportunity to craft language, pursue areas of interest independently and create a substantial and original creative composition.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english>

Areas of study

Preliminary course

- The course has one mandatory module: *Texts, Culture and Value*, as well as a related research project. Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They also consider how and why cultural values are maintained and changed.

HSC course

- The English Extension 1 course has one common module: *Literary Worlds*. Students explore, investigate and, experiment with texts, and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students also study one associated elective.
- In the English Extension 2 course, students develop a sustained composition Major Work, and document their reflection on this process with a Reflection Statement.

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Creative response
- Comparative essay
- Multimodal presentation

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Comparative essay
- Creative response
- Critical response
- Written examination

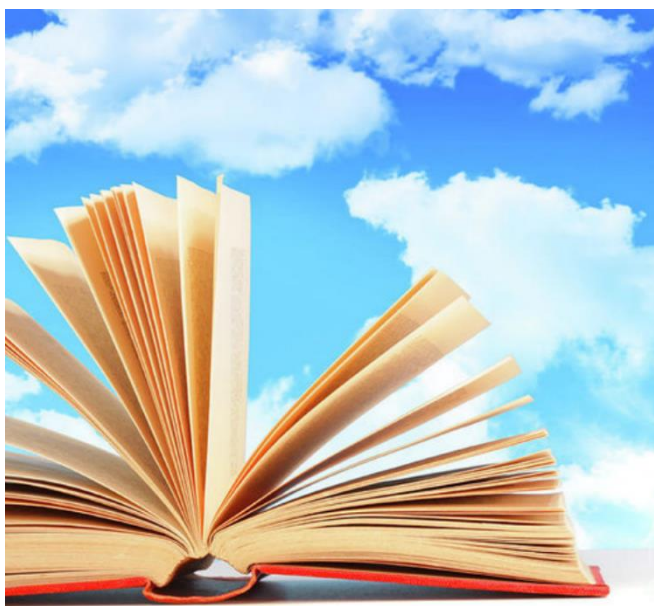
English Studies

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 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.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english>



- 2 unit course
- Contributes to ATAR
- No major project
- HSC examination optional

Areas of study

Preliminary course

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

HSC course

- In the *Texts and Human Experiences* unit of work, students analyse and explore texts and apply skills in synthesis. This unit of work is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses.
- Students study two to four additional syllabus modules that are selected based on their needs and interests. They may also study an optional teacher-developed module.

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

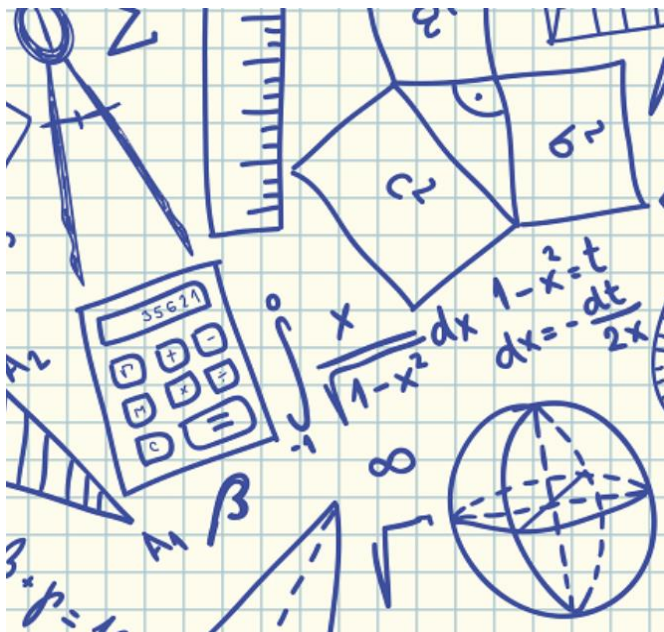
- Portfolio of texts
- Creative composition
- Resume and interview

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Writing Portfolio
- Essay
- Film review
- Written examination

Mathematics Standard



- 2 unit course
- No major project
- Common course for Year 11
- Choice of pathway in Year 12

The Mathematics Standard course prepares students for a wide range of educational and employment aspirations. When students have completed the Preliminary Mathematics Standard course, they can study the Mathematics Standard 1 course (Category B) or the Mathematics Standard 2 course (Category A).

The Mathematics Standard 2 HSC course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

The Mathematics Standard 1 HSC course provides an appropriate mathematical background for students entering the workforce or undertaking workplace training. Students may elect to undertake an optional HSC examination.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics>

Areas of study

Preliminary course

Students study four topics:

- *Algebra*
 - Formulae and Equations
 - Linear Relationships
- *Measurement*
 - Applications of Measurement
 - Working with Time
- *Financial Mathematics*
 - Money Matters
- *Statistical Analysis*
 - Data Analysis
 - Relative Frequency and Probability

The focus of the course is on developing skills and competence in mathematics through real-world applications.

HSC course

Students study five topics:

- *Algebra*
- *Measurement*
- *Financial Mathematics*
- *Statistical Analysis*
- *Networks*

The focus of the Mathematics Standard 1 course is on improving numeracy by building student confidence and making mathematics meaningful.

The focus of the Mathematics Standard 2 course is on using mathematical modelling to solve problems related to present and future needs.

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Research task
- In-class test
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Research task
- In-class test
- Written examination

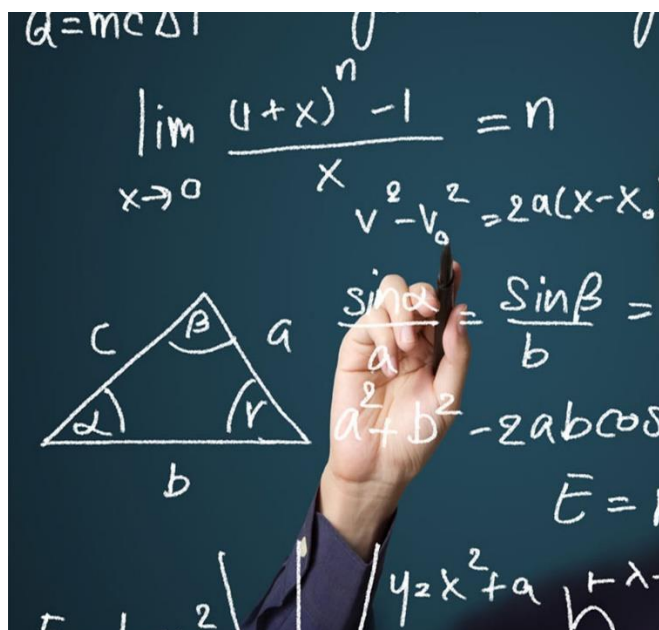
Mathematics Advanced

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

The course provides an appropriate mathematical background for students whose future pathways may involve further studies at the tertiary level in which mathematics and the skills that constitute thinking mathematically have an important role.

The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics>



- 2 unit course
- Contributes to ATAR
- No major project

Areas of study

Preliminary course

Students study five topics:

- *Functions*
 - Working with Functions
- *Trigonometric Functions*
 - Trigonometry and Measure of Angles
 - Trigonometric Functions and Identities
- *Calculus*
 - Introduction to Differentiation
- *Exponential and Logarithmic Functions*
 - Logarithms and Exponentials
- *Statistical Analysis*
 - Probability and Discrete Probability Distributions

HSC course

Students study five topics:

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

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

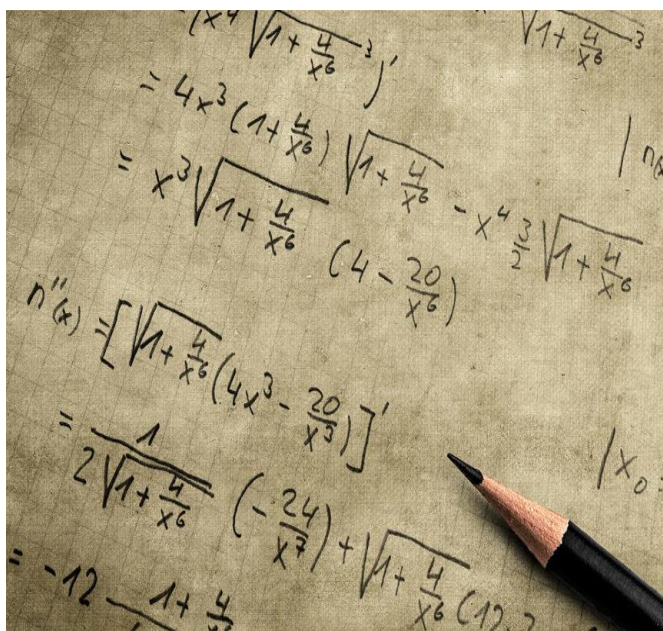
- Research task
- In-class test
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Research task
- In-class test
- Written examination

Mathematics Extension



- 1 unit course Mathematics Extension 1
- 2 unit course Mathematics Extension 2
- Contributes to ATAR
- No major project

The Mathematics Extension 1 course raises student awareness of the interconnected nature of mathematics and provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

This course provides an appropriate basis and mathematical background for further study in mathematics or related disciplines

When students have completed the Preliminary Mathematics Extension 1 course, they can study the Mathematics Extension 1 or Extension 2 course. The Mathematics Extension 2 course extends students' conceptual knowledge and understanding through invention, intuition and exploration of new areas of mathematics.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics>

Areas of study

Preliminary course

Students study five topics:

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

HSC course

Mathematics Extension 1 students study:

- *Proof*
- *Vectors*
- *Trigonometric Functions*
- *Calculus*
- *Statistical Analysis*

Mathematics Extension 2 students study the Mathematics Extension 1 topics in greater depth. They also study the topics:

- Complex Numbers
- Mechanics

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Research task
- In-class test
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Research task
- In-class test
- Written examination

Biology

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

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

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science>



- 2 unit course
- Contributes to ATAR
- No major project

Areas of study

Preliminary course

The course consists of four modules:

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

Field work, practical investigations and depth studies are an essential part of the course.

HSC course

The course consists of four modules:

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

Practical investigations and depth studies are an essential part of the course.

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

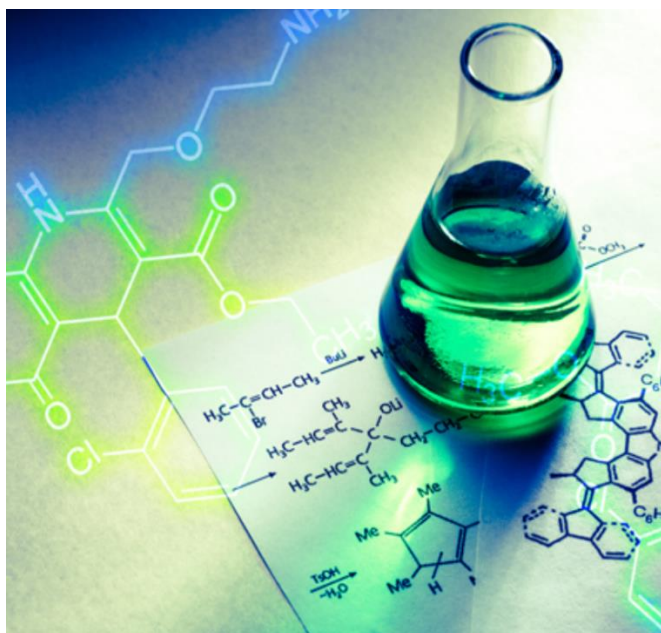
- Skills and processing task
- Depth study – fieldwork and report
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Practical task
- Depth study
- Research task
- Written examination

Chemistry



- ✓ 2 unit course
- ✓ Contributes to ATAR
- ✓ No major project
- ✓ The study of Mathematics Advanced is recommended to support this course

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

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

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science>

Areas of study

Preliminary course

The course consists of four modules:

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

Practical investigations and depth studies are an essential part of the course.

HSC course

The course consists of four modules:

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

Practical investigations and depth studies are an essential part of the course.

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Skills and processing task
- Depth study
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

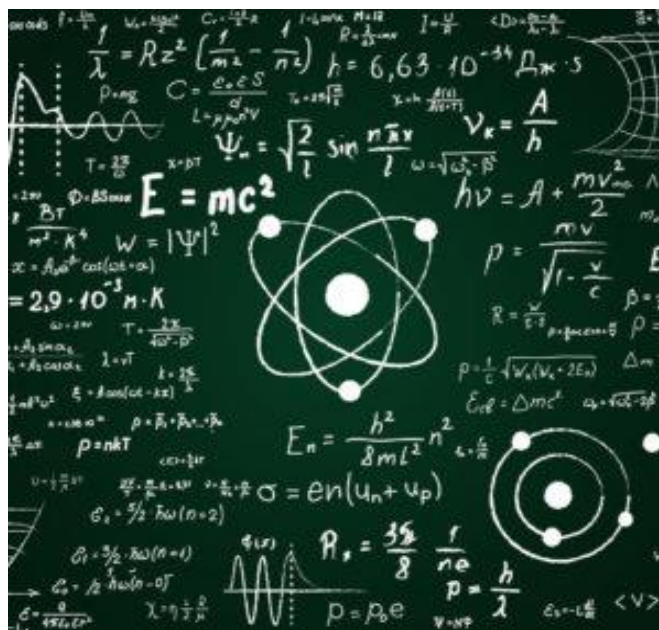
- Skills and processing task
- Depth Study
- Research task
- Written examination

Physics

The Year 11 course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science>



- 2 unit course
- Contributes to ATAR
- No major project
- The study of Mathematics Advanced is recommended to support this course

Areas of study

Preliminary course

The course consists of four modules:

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

Practical investigations and depth studies are an essential part of the course.

HSC course

The course consists of four modules:

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

Practical investigations and depth studies are an essential part of the course.

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Skills and processing task
- Depth study
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

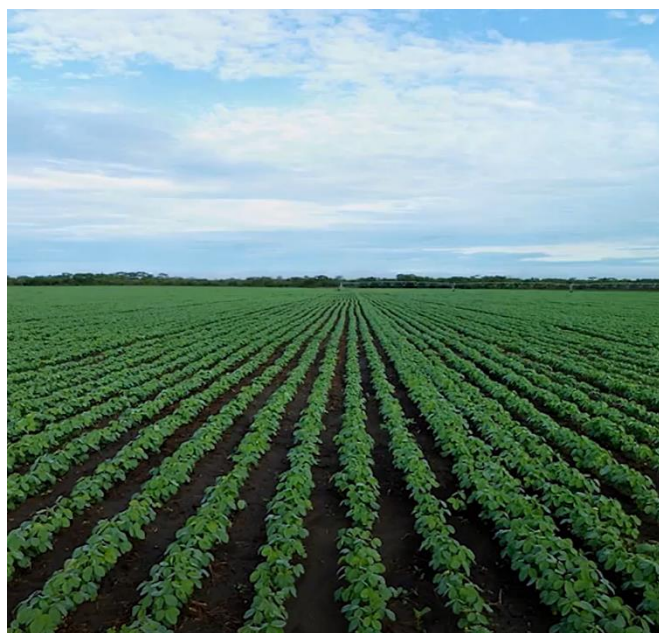
- Skills and processing task
- Depth study
- Research task
- Written examination

Agriculture

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

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

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/agriculture-syllabus>



- 2 unit course
- Contributes to ATAR
- No major project

Areas of study

Preliminary course

The Year 11 course includes:

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

Some of this experience will be in the laboratory, some in small plot work and some on commercial farms or other components of the industry.

HSC course

The Year 12 course includes:

- *Core*
 - Plant/Animal Production
 - Farm Product Study
- *Elective*
 - Agri-food, Fibre and Fuel Technologies, or
 - Climate Challenge, or
 - Farming for the 21st Century

Some of this experience will be in the laboratory, some in small plot work and some on commercial farms or other components of the industry.

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Experimental design task
- Case study
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Product study
- Experimental design task
- Research task
- Written examination

Design and Technology



- 2 unit course
- Contributes to ATAR
- Major project

This course involves the study of design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques.

It involves hands-on practical activities which develop knowledge and skills in designing and producing.

The course involves the development, realisation and documentation of design projects.

The Major Design Project and supporting folio requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/design-and-technology-syllabus>

Areas of study

Preliminary course

This course involves both theory and practical work with students undertaking at least two design projects. Each project emphasises the development of different skills and knowledge in designing and producing. Students learn about:

- Design theory and practice, design and production processes and factors affecting design and producing.
- Technologies in industrial and commercial settings, environmental and social issues, computer-based technologies, marketing and research, manufacturing and production, work health and safety, and manipulation of materials, tools and techniques.

HSC course

In the HSC course, the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. Students select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. The project folio addresses three key areas:

- Project proposal and project management,
- Project development and realisation, and
- Project evaluation.

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Product, system, environmental design
- Folios
- Case study
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Design Presentation
- Case study
- Major Design Project
- Written examination

Food Technology

This course provides students with the opportunity to develop broad knowledge and understanding about nutrition, diet and health in Australia, food availability and selection.

Students investigate the Australian Food Industry, the production, processing, packaging, storage and distribution of food and the marketing of food products.

Practical skills in developing, planning, preparing and presenting food are integrated throughout the course.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/food-technology-syllabus>



- 2 unit course
- Contributes to ATAR
- No major project

Areas of study

Preliminary course

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

- *Food Availability and Selection*
- *Food Quality*
- *Nutrition*

HSC course

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

- *The Australian Food Industry*
- *Food Manufacture*
- *Food Product Development*
- *Contemporary Nutrition Issues*

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Research portfolio
- Food product development
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Food product development
- Case study
- Research task
- Written examination

Industrial Technology (Metal and Engineering)



This course will develop a student's knowledge and understanding of metal and engineering technologies and products, highlighting the importance of design, management and production through practical experiences.

The course consists of project work and an industry study that will develop a broad range of skills and knowledge related to metal and engineering technologies.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/industrial-technology>

- 2 unit course
- Contributes to ATAR
- Major project

Areas of study

Preliminary course

In the Preliminary course, students design, develop and construct a number of projects. Each project will include a management folio and may emphasise different areas of the course content. Students also undertake the study of an individual business within a focus area industry. The course consists of the following sections, with a particular focus on metal and engineering technologies:

- *Industry Study*
- *Design*
- *Management and Communication*
- *Production*
- *Industry Related Manufacturing Technology*

HSC course

In the HSC course, students design, develop and construct a Major Project with a management folio. They also undertake a study of the metal and engineering industry. The following sections are taught with a particular focus on metal and engineering, the development of a Major Project and a study of the relevant industry:

- *Industry Study*
- *Major Project*
 - Design, Management and Communication
 - Production
 - Industry Related Manufacturing Technology

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Industry study
- Project and folio
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Industry study
- Major design project
- Project development report
- Written examination

Industrial Technology (Timber Products)

This course will develop a student's knowledge and understanding of timber products and related technologies, highlighting the importance of design, management and production through practical experiences.

The course consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/industrial-technology>



- ✓ 2 unit course
- ✓ Contributes to ATAR
- ✓ Major project

Areas of study

Preliminary course

In the Preliminary course, students design, develop and construct a number of projects. Each project will include a management folio and may emphasise different areas of the course content. Students also undertake the study of an individual business within a focus area industry. The course consists of the following sections, with a particular focus on timber products:

- *Industry Study*
- *Design*
- *Management and Communication*
- *Production*
- *Industry Related Manufacturing Technology*

HSC course

In the HSC course, students design, develop and construct a Major Project with a management folio. They also undertake a study of the overall industry related to the timber products industry. The following sections are taught with a particular focus on timber products, the development of a Major Project and a study of the relevant industry:

- *Industry Study*
- *Major Project*
 - Design, Management and Communication
 - Production
 - Industry Related Manufacturing Technology

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Project and folio
- Industry study
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Industry study
- Major design project
- Project development report
- Written examination

Marine Studies



- 2 unit course
- Does not contribute to ATAR
- No major project

Marine Studies provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community.

Marine Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems. While this course is focused on oceans, it provides scope for the study of the full range of waterways.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/marine-studies>

Areas of study

Preliminary course

Practical skills are a key focus and are integrated throughout the core and elective modules.

Core Modules:

- The Marine Environment
- Life in the Sea
- Humans in Water

Elective Modules:

- Skin Diving and Diving Science
- Boating and Seamanship
- Dangerous Marine Creatures

HSC course

Practical skills are a key focus and are integrated throughout the core and elective modules.

Core Modules:

- Marine Safety and First Aid
- Marine and Maritime Employment

Elective Modules may include:

- Seafood Handling and Processing
- Coastal Studies
- Seabirds of our Coast
- Commercial and Recreational Fishing

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Practical task
- Research task
- Personal Interest Project

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Research task
- First Aid and Oxygen Resuscitation Test
- Personal Interest Project

Aboriginal Studies



- 2 unit course
- Contributes to ATAR
- Major project

This course provides students with opportunities to learn about Aboriginal Peoples' relationship to the Land, Aboriginal heritage and identity.

Through a historical examination of colonialism, racism and prejudice, legislation and policy, students study the course through the lens of national and international indigenous community experiences.

Students also have the opportunity to demonstrate their understanding of research and inquiry methods through the major project.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/aboriginal-studies>

Areas of study

Preliminary course

The Preliminary course focuses on Aboriginal Peoples' relationship to the Land, Aboriginal heritage and identity, and historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course involves case studies and includes the development of skills in culturally appropriate research and inquiry methods.

- *Aboriginality and the Land*
- *Heritage and Identity*
- *International Indigenous*
- *Research and Inquiry Methods: Local Community Case Study*

HSC course

The HSC course provides for in-depth study of legislation, policy, judicial processes and current events from the 1960s. Students consult with Aboriginal communities and study the course through the experiences of national and international Indigenous communities.

- *Social Justice and Human Rights Issues*
- *Case Studies of Aboriginal Communities*
- *Research and Inquiry Methods – Major Project: Choice of project topic based on student interest*

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Written research task
- Research and inquiry portfolio
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Presentation
- Essay
- Research task
- Written examination

Ancient History

This course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past.

Through archaeological and written sources, student's study of a range of features, people, places, events and developments of the ancient world.

Historical concepts and skills are integrated with the studies undertaken in this course.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017>



- ✓ 2 unit course
- ✓ Contributes to ATAR
- ✓ No major project

Areas of study

Preliminary course

This course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students engage in the study of a range of features, people, places, events and developments of the ancient world. The course is comprised of three sections:

- *Investigating Ancient History*
- *Features of Ancient Societies*
- *Historical Investigation*

HSC course

In this course students develop and apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Students investigate the cities of Pompeii and Herculaneum, and explore issues relating to the reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period. The course has four sections:

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

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Topic test/written response
- Historical investigation
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Source analysis
- Essay – Historical analysis
- Research task
- Written examination

Business Studies



- 2 unit course
- Contributes to ATAR
- No major project

Business activity is a feature of everyone's life. This course provides students with an opportunity to develop an understanding of how theoretical and practical aspects of business combine.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment.

Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies>

Areas of study

Preliminary course

The course is comprised of three sections:

- *Nature of business: The role and nature of business*
- *Business management: The nature and responsibilities of management*
- *Business planning: Establishing and planning a small to medium enterprise*

HSC course

The course is comprised of four sections:

- *Operations: Strategies for effective operations management*
- *Marketing: Development and implementation of successful marketing strategies*
- *Finance: Financial information in the planning and management of business*
- *Human resources: Human resource management and business performance*

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Media file/Business report
- Business plan
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Topic test
- Case study analysis
- Research task
- Written examination

Geography

In this course, students investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and actions that can be taken to shape future society.

Through fieldwork and a variety of case studies about biophysical and human geography issues, students develop their knowledge and understanding about the spatial and ecological dimensions of geography.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/geography>



- 2 unit course
- Contributes to ATAR
- No major project

Areas of study

Preliminary course

Enquiry methodologies are used to investigate the unique characteristics of our world through geographical skills and the study of contemporary geographical issues.

- *Biophysical Interactions: How biophysical processes contribute to sustainable management*
- *Global Challenges: Geographical study of issues at a global scale*
- *Senior Geography Project: A geographical study of student's own choosing*

HSC course

Students develop an appreciation of geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends.

- *Ecosystems at Risk: The functioning of ecosystems, their management and protection*
- *Urban Places: Study of cities and urban dynamics*
- *People and Economic Activity: Geographic study of economic activity in a local and global context*

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

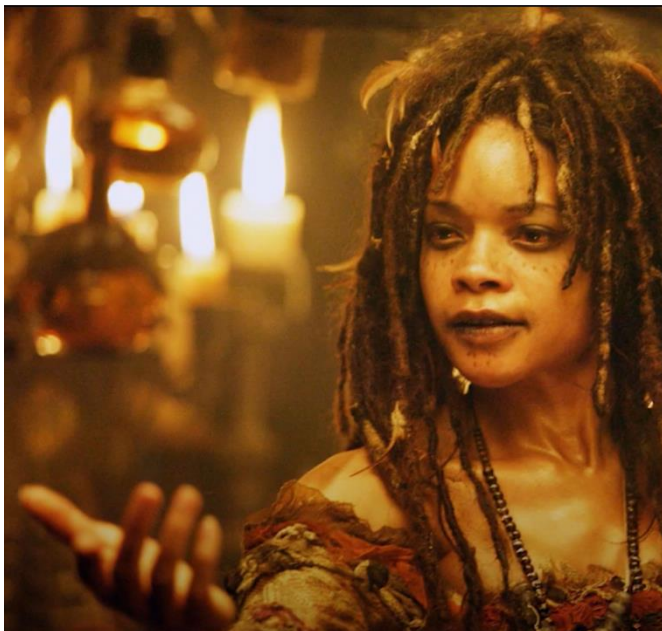
- Research/Presentation
- Senior Geography project
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Research/Ecosystem analysis
- Research/Extended response
- Skills test
- Written examination

History Extension



- 1 unit course
- Contributes to ATAR
- Major project

This course provides students with opportunities to examine the way history is constructed and the role of historians.

Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/history-extension-2017>

Areas of study

Preliminary course

History Extension is studied in Year 12 upon successful completion of Ancient History or Modern History in Year 11.

HSC course

The course focuses on:

- *Constructing History* - Who are historians? What are the purposes of history? Why have approaches to history changed over time?
- *Case studies* - Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study
- *History Project* - Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

Assessment

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Historical analysis
- Essay
- Research task
- Written examination

Legal Studies

This course provides students with opportunities to develop their knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform.

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

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies>



- 2 unit course
- Contributes to ATAR
- No major project

Areas of study

Preliminary course

Students develop knowledge and understanding of the nature and functions of law and law-making. They also learn about the development of Australian and international legal systems, the Australian constitution and law reform and examine an individual's rights and responsibilities, how disputes are resolved and a contemporary issue concerning the individual and technology.

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

HSC course

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

- Part I: *Crime*
- Part II: *Human Rights*
- Part III: *Two options* are chosen from:
 - Consumers
 - Global environment and protection
 - Family
 - Indigenous peoples
 - Shelter
 - Workplace
 - World order

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Media file/Research
- Written response
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Media file/Response
- Extended response
- Topic Test
- Written examination

Modern History



- 2 unit course
- Contributes to ATAR
- No major project

This course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history.

Through various sources, students study a range of people, ideas, movements, events and developments that have shaped the modern world.

Historical concepts and skills are integrated with the studies undertaken in Year 11 and Year 12.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017>

Areas of study

Preliminary course

The Year 11 course comprises three sections:

- *Investigating Modern History*
- *Historical Investigation*
- *The Shaping of the Modern World*

Students undertake at least two case studies and are required to study at least one non-European/non-Western topic.

HSC course

The Year 12 course comprises four sections:

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

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Source portfolio/Presentation
- Interactive essay
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Source analysis
- Structured essay
- Research task/Historical analysis
- Written examination

Society and Culture

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour.

The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP).

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture>



- 2 unit course
- Contributes to ATAR
- Major Project

Areas of study

Preliminary course

Students study:

- *The Social and Cultural World*: The interactions between persons and groups within societies
- *Personal and Social Identity*: Socialisation and the development of personal and social identity in a variety of social and cultural settings
- *Intercultural Communication*: How people in different social, cultural and environmental settings behave, communicate and perceive the world around them

HSC course

Students study:

- *Social and Cultural Continuity and Change*: The nature of social and cultural continuity and change, as well as application of research methods and social theory to a selected country study
- *The Personal Interest Project (PIP)*: An individual research project
- Two *Depth Studies* chosen from:
 - Popular Culture
 - Belief Systems and Ideologies
 - Social Inclusion and Exclusion
 - Social Conformity and Nonconformity

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Research task
- Topic test
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Personal interest project (PIP)
- Presentation
- Research task
- Written examination

Drama



- ✓ 2 unit course
- ✓ Contributes to ATAR
- ✓ Major project

In this course, students engage with the cultural traditions and social contexts of drama and theatre through critical study and experiences in practical workshop activities and performances.

Students study the practices of Making, Performing and Critically Studying.

Students engage in collaborative and individual experiences to develop skills in interpretation, communication, performance and critical analysis.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus>

Areas of study

Preliminary course

The course content comprises an interaction between the components of:

- Improvisation
- Playbuilding and Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles.

Learning comes from practical experiences in each of these areas.

Students engage with these components through collaborative and individual experiences.

HSC course

The course content comprises an interaction between the components of:

- Australian Drama and Theatre
- Studies in Drama and Theatre
- Group Performance – Three to six students create a piece of original theatre (8–12 minutes duration).
- Individual Project – Students choose one project from: Critical Analysis, Design, Performance, Script-Writing or Video Drama to demonstrate their expertise in a particular area. Students keep a logbook of the development of the Group Performance and Individual Project.

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Performance
- Structured essay
- Design task
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Performance
- Structured essay
- Design task
- Written examination

Music

This course provides students with the opportunity to study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students acquire knowledge, skills, understanding and attitudes within a broad musical context and are provided with opportunities to engage in a range of musical styles, including contemporary popular music.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus>



- 2 unit course
- Contributes to ATAR
- Major project

Areas of study

Preliminary course

Students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students also study three topics chosen from a broad range of styles, periods and genres.

HSC course

In the HSC course, students continue to study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students also study one topic from Year 11 in greater depth and two topics which are different to those studied in Year 11 or three topics which are different from those studied in Year 11. Topics are chosen from a broad range of styles, periods and genres.

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

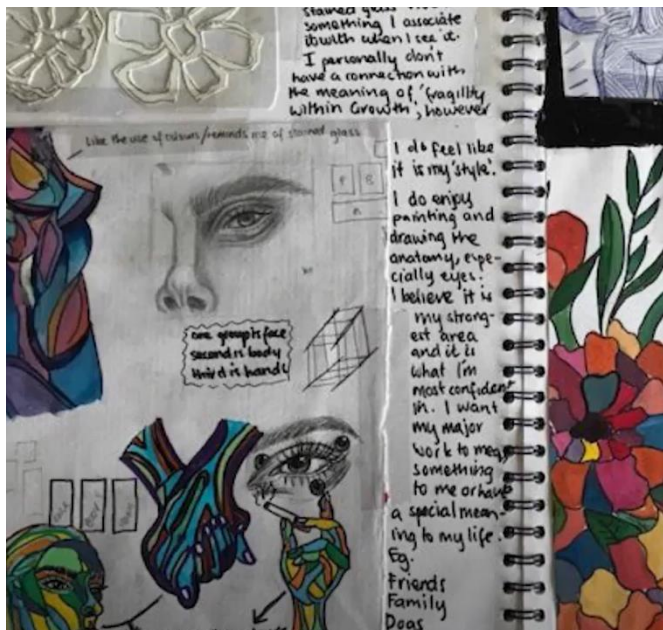
- Aural examination
- Performance
- Presentation
- Composition

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Presentation
- Aural examination
- Performance
- Composition

Visual Arts



- 2 unit course
- Contributes to ATAR
- Major project

This course provides students with the opportunity to develop their own artworks, culminating in a 'Body of Work' in the HSC course.

Students engage in critical and historical study of the artworld to investigate artists, artworks, worlds and audiences from a range of cultural, political, historical and social perspectives and use these to inform their own artmaking practices.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus>

Areas of study

Preliminary course

Learning opportunities focus on:

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

HSC course

Learning opportunities focus on how students may:

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

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Portfolio of work
- Research task
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Portfolio of work
- Research task
- Written examination

Photography, Video and Digital Imaging

This course provides students with the opportunity to develop their knowledge, skills and understanding through the making of photographs, and/or film and other time-based works and/or digital images.

Critical and historical investigations of the work of artists, photographers and filmmakers are considered and used to inform student photographic and digital artmaking practices.

A broad range of practical experiences, provides students with opportunities to develop and demonstrate conceptual and technical accomplishment.

Students learn about the traditional aspects of the field of wet photography. They also explore still and moving video and digital imaging.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/photography-video-and-digital-imaging>



- 2 unit course
- Does not contribute to ATAR
- Major project

Areas of study

Preliminary course

Students develop knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment.

Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

HSC course

The course offers opportunities for students to develop a deeper understanding of the power of imagery and further develop their skills to manipulate photographic equipment and images through the focus areas:

- Composition
- Shutter speed and movement
- Aperture and depth of field
- Pinhole, analogue and digital cameras
- The darkroom and processing prints
- Studio and natural lighting

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Portfolio of work
- Research task
- Written task

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Research task
- Portfolio of work
- Written task

Community and Family Studies



The Community and Family Studies course develops an understanding of the diverse nature and interdependence of families and communities within Australian society.

The course enables students to plan and manage resources effectively to ensure individual, group, family and community wellbeing.

Students develop an understanding of the contribution positive relationships make to wellbeing, and the influence of a range of societal factors on individuals, families and communities.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/community-family-studies-syllabus>

- 2 unit course
- Contributes to ATAR
- No major project

Areas of study

Preliminary course

The Preliminary course consists of three modules:

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

HSC course

The HSC course consists of:

- *Research Methodology*: Production of an Independent Research Project
- *Groups in Context*: The characteristics and needs of specific community groups
- *Parenting and Caring*: Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society

An *option component* is selected from:

- Family and Societal Interactions
- Social Impact of Technology
- Individuals and Work

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Interview and report
- Research project
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Research project
- Project and report
- Independent Research Project
- Written examination

Personal Development, Health and Physical Education

Through the study of the PDHPE course, students develop values and attitudes that promote healthy and active lifestyles and communities.

Students examine a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves.

Students also focus on major issues related to Australia's health status and look at factors that affect physical performance.

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



- 2 unit course
- Contributes to ATAR
- No major project

Areas of study

Preliminary course

The Preliminary course consists of two core modules and an options component.

- Core modules:
 - *Better Health for Individuals*
 - *The Body in Motion*
- *Two options* are selected from:
 - First Aid
 - Composition and Performance
 - Fitness Choices
 - Outdoor Recreation

HSC course

The HSC course consists of two core modules and an options component.

- Core modules:
 - *Health Priorities in Australia*
 - *Factors Affecting Performance*
- *Two options* are selected from:
 - The Health of Young People
 - Sport and Physical Activity in Australian Society
 - Sports Medicine
 - Improving Performance
 - Equity and Health

Assessment

Preliminary course

Students will complete 3 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Assessment and management
- Research task
- Written examination

HSC course

Students will complete 4 assessment tasks. The nature of these tasks typically includes, but is not limited to:

- Practical application task
- Critical analysis
- Research task
- Written examination

Vocational Education and Training (VET)



Preparation for employment

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

Students at Eden Marine High School have the option of studying VET courses at school. Some VET courses include a HSC examination which provides the opportunity for students to have this HSC examination mark contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR).

These courses are based on qualifications from National Training Packages and can only be delivered by registered training organisations (RTOs) that meet national standards and have the relevant qualification and units of competency on their scope of registration.



Industry Curriculum Frameworks

Courses within Industry Curriculum Frameworks (Frameworks) count as Board Developed unit credit for the HSC. Frameworks include a HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their ATAR.

Students who have undertaken a VET course as part of their Higher School Certificate (HSC) will be issued with vocational documentation that recognises their achievement towards a nationally recognised Australian Qualifications Framework (AQF) VET qualification.



School-based apprenticeships and traineeships

School-based apprenticeships and traineeships (SBATs) are a great way for students to set themselves up for the career they want while completing their HSC.

Students are paid for real work experience, while gaining a nationally-recognised VET qualification and contributing towards their HSC studies. Students can commence an apprenticeship or complete a traineeship while at school.

The NSW apprenticeship and traineeship system is administered by Training Services NSW within the NSW Department of Industry.

CPC20211 Certificate II in Construction Pathways

This course is designed for students seeking to develop knowledge and skills to commence a career and be an effective employee in the construction industry.

Students work towards developing the competencies, skills and knowledge described by each unit of learning. To be assessed as competent, students are required to demonstrate that they can effectively perform tasks to an industry standard.

Industry curriculum frameworks give students the opportunity to gain credit towards the NSW Higher School Certificate (HSC) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF). Industry curriculum frameworks specify the range of industry-developed units of competency from the relevant Training Packages which are suitable for the HSC.



- Category B course
- 2 unit course
- Contributes to ATAR
- Optional HSC examination
- 70 hours work placement

Areas of study

Preliminary course

This course develops specific knowledge and skills to commence a career and be an effective employee in the construction industry.

- Working safely in the construction industry
- Carpentry basics
- White card
- Levelling
- Reading plans

HSC course

This course further develops specific knowledge and skills to commence a career and be an effective employee in the construction industry

- Prepare for concreting
- Group project
- Skills into action
- Joinery or brick and block laying

Assessment

Preliminary and HSC course

- Student progress is assessed through competency-based activities related to each unit of study.
- Students need to complete tasks to an industry standard to be deemed competent.
- Students are provided with a number of opportunities to succeed in each unit.

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

<p>Core Units</p> <p>CPCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry</p> <p>CPCCOM1012 Work effectively and sustainably in the Construction Industry</p> <p>CPCCOM1013 Plan and organise work</p> <p>CPCCVE1011 Undertake a basic construction project</p> <p>CPCCOM1015 Carry out measurement and calculations</p> <p>Refer to the TAS for the qualification packaging rules.</p>	<p>Elective Units</p> <p>CPCCOM2001 Read and interpret plans and specifications</p> <p>CPCCCA2002 Use carpentry tools and equipment</p> <p>CPCCCA2011 Handle carpentry materials</p> <p>CPCCCM2006 Apply basic levelling procedures</p> <p>CPCCCM2005 Use construction tools and equipment</p> <p>CPCCWHS1001 Prepare to work safely in the construction industry</p>
--	--

Option 1	CPCCB2001 Handle and prepare bricklaying and blocklaying materials CPCCB2002 Use bricklaying and blocklaying tools and equipment
----------	---

White Card
 CPCWHS1001 - Prepare to work safely in the construction industry.
The General Construction Induction Training (White Card) will be delivered as part of this course.

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

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

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

- This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.
- This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.
- This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites
- Carpentry
- Joinery
- Bricklaying
- builder's labourer.

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

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

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

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

<p>School Specific equipment and associate requirements for students: Suitable footwear and 'cotton drill type' long clothing will be needed on work sites for Work Placement.</p>	<p>Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy</p>
---	--

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>

SIT20316 Certificate II in Hospitality



This course is designed for students seeking to develop knowledge and skills to commence a career and be an effective employee in the hospitality industry.

Students work towards developing the competencies, skills and knowledge described by each unit of learning. To be assessed as competent, students are required to demonstrate that they can effectively perform tasks to an industry standard.

Industry curriculum frameworks give students the opportunity to gain credit towards the NSW Higher School Certificate (HSC) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

Industry curriculum frameworks specify the range of industry-developed units of competency from the relevant Training Packages which are suitable for the HSC.

- ✓ Category B course
- ✓ 2 unit course
- ✓ Contributes to ATAR
- ✓ Optional HSC examination
- ✓ 70 hours work placement

Areas of study

Preliminary course

This course develops specific knowledge and skills to commence a career and be an effective employee in the construction industry.

- Working together
- Safe and hygienic food preparation
- Café skills
- Serving food and beverage
- Safe and sustainable work

HSC course

This course develops specific knowledge and skills to commence a career and be an effective employee in the construction industry.

- Interacting with diverse customers
- Keeping up to date with industry
- Use hospitality skills effectively
- Café skills (continued)
- Serving food and beverage (continued)

Assessment

Preliminary and HSC course

- Student progress is assessed through competency-based activities related to each unit of study.
- Students need to complete tasks to an industry standard to be deemed competent.
- Students are provided with a number of opportunities to succeed in each unit.

2023 HOSPITALITY COURSE DESCRIPTOR

SIT20316 Certificate II in Hospitality

Public Schools NSW Wagga Wagga, RTO 90333

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

Course: Hospitality

Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of 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

• 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.

Students will be required to obtain long black dress pants, black shoes and white button up long sleeved shirt utilised for Hospitality functions.

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>

SIS30519 Certificate III in Sport Coaching



This course is designed for students seeking to develop knowledge and skills to commence a career and be an effective employee in the sport industry.

Students work towards developing the competencies, skills and knowledge described by each unit of learning. To be assessed as competent, students are required to demonstrate that they can effectively perform tasks to an industry standard.

Industry curriculum frameworks give students the opportunity to gain credit towards the NSW Higher School Certificate (HSC) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

Industry curriculum frameworks specify the range of industry-developed units of competency from the relevant Training Packages which are suitable for the HSC.

- Category B course
- 2 unit course
- Contributes to ATAR
- Optional HSC examination
- 70 hours work placement

Areas of study

Preliminary course

This course develops specific knowledge and skills to commence a career and be an effective employee in the sport industry.

- Tournament time
- The Community Coach
- Options: officiating in sport; inclusive coaching; strength and conditioning

HSC course

This course develops specific knowledge and skills to commence a career and be an effective employee in the sport industry.

- Coaching individuals
- Next level coaching
- First aid

Assessment

Preliminary and HSC course

- Student progress is assessed through competency-based activities related to each unit of study.
- Students need to complete tasks to an industry standard to be deemed competent.
- Students are provided with a number of opportunities to succeed in each unit.



This document may change due to Training Package and NSW Education Standards Authority (NESA) updates

Course: **Sport Coaching**
Board Endorsed Course (240 hour)

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 SIS30521 Certificate III in Sport Coaching training.gov.au - SIS30521 - Certificate III in Sport Coaching

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 sports environment. They should be able to use a personal digital device including a personal computer or laptop.

Units of Competency

Core Units of competency

- HLTWHS001 Participate in workplace health and safety
- SISSCO002 Work in a community coaching role
- SISSCO005 Continuously improve coaching skills and knowledge
- HLTAID011 Provide first aid
- SISSCO003 Meet participant coaching needs
- BSBPOS403 Apply business risk management processes

Electives units of competency

- SIXCAI009 Instruct strength and conditioning techniques
- SISSOF002 Continuously improve officiating skills and knowledge

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 sport coaching industry

- possess a range of well-developed skills where discretion and judgement are required

Examples of occupations in the Sport Coaching Industry

This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice. Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Mandatory HSC Course Requirements

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

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 - \$0 HSC - \$0

School Specific equipment and associate requirements for students

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 Course Descriptor SIS30521 Certificate III in Sport Coaching 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

Information for Students Undertaking School Delivered VET Courses

The Wagga Wagga Registered Training Organisation (RTO) 90333 is responsible for Vocational Education and Training (VET) courses delivered in NSW public schools. VET courses offer dual accreditation and students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and a nationally accredited qualification, Certificate or Statement of Attainment. NSW Education Standards (NESA) Board Developed Industry Curriculum Framework VET courses contribute to an Australian Tertiary Admission Rank (ATAR). Students must complete a 240 hour Board Developed Industry Curriculum Framework VET course to be eligible to sit the HSC examination for this course. Only ONE Category B course can be used towards an ATAR.

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

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

Optional External HSC Examination

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

Assessment Procedures

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

Evidence of competence can be collected by the assessor in a variety of ways. Like all other HSC courses, some of the evidence collected will be through formal assessment tasks or events such as project work, presentation of portfolios and practical demonstrations. Students are deemed either competent or not competent following an assessment. No grades or marks are awarded through competency based assessments. The school will provide an assessment scope and sequence for each VET course.

Student Selection, enrolment and induction procedures

Stage 6 VET courses are available to all students in years 11 and 12 upon the completion of a RTO VET Enrolment Form with a validated Unique Student Identifier (USI). Year 9 do NOT undertake "early commencement/acceleration" of Stage 6 VET courses. Your school will seek RTO advice in regards to individual student learning plans. Students must complete a VET induction in class at the commencement of the course. Students sign a student declaration to confirm that they have completed the induction as part of their enrolment procedures. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures (RPL), credit transfer (CT), assessment procedures, and information regarding student rights and responsibilities. Students are able to refer to the RTO's Student Guide for VET process and procedure information.

Fees and charges

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

VET Enrolment

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

Freedom of Information and Privacy

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Work Placement

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

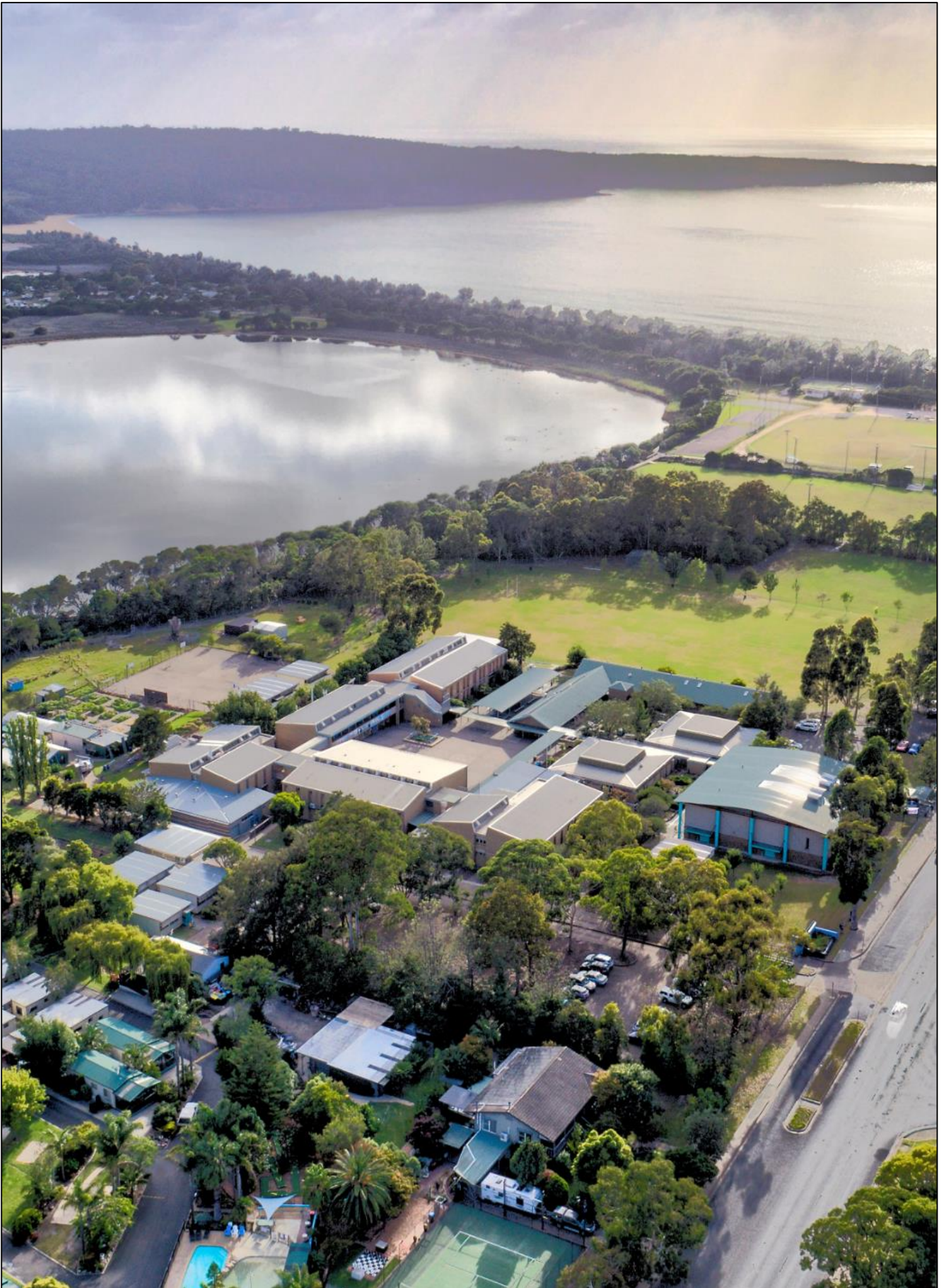
School Based Apprenticeships and Traineeships (SBATs)

The SBAT Program provides students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work. SBATs must complete formal training that is delivered by a RTO. The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification. The formal training component of a SBAT will contribute unit credit towards the HSC. Students wanting to find out more information regarding SBATs should contact the school's careers adviser. The following website is also a key source of information regarding SBATs: www.sbatnsw.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.



We look forward to sharing your learning journey with you – it will last you a lifetime!



Barclay Street Eden NSW 2551
Telephone 02 6496 0000
edenmarine-h.school@det.nsw.edu.au
edenmarine-h.schools.nsw.gov.au



Education