

CROOKWELL HIGH SCHOOL



STAGE 6 SUBJECT INFORMATION BOOKLET



2024 HSC

Table of Contents

Selection of Courses for Year 11	2
How we Teach Stage 6 Courses?	3
Which Pathway is for me?	4
Senior Student Pathways at CHS.....	5
What types of Courses can I select?.....	6
What are Units?	7
Requirements for the HSC Award	8
HSC Minimum Standard	9
Summary of HSC Courses Offered	10
A - Z List of courses.....	11
Information for Students Undertaking School Delivered VET Courses	35
SIT20316 Certificate II in Hospitality	
AHC20116 Certificate II in Agriculture (Primary Industries)	

Selection of Courses for Year 11

Introduction

Students in NSW can achieve the award of a Higher School Certificate (HSC) in a variety of ways.

These pathways, which must be completed within a maximum period of five years, can be tailored to meet the individual needs of students within the confines of what the school is able to provide in terms of staffing, availability of resources and other timetable restrictions.

Most students will attend school on a full-time basis and will sit the HSC examinations near the end of the year in 2024.

Typically, students opt for HSC qualifications in one of two forms:

(A) A pathway that qualifies students for university entrance and other further training opportunities as well as employment.

(B) A pathway that may lead to employment or further training opportunities but not to university entrance directly from the HSC. This pathway is referred to as a 'Vocationally Orientated' HSC.

In deciding which pathway the attainment of a HSC should take, students are advised to choose courses that keep their post HSC options as wide as possible while still accommodating personal interests and desired career paths. It should be noted that most students sitting the HSC opt for a pathway that allows them to be eligible for university entrance whether they intend to go to university or not.

A good deal of experience and expertise is available at Crookwell High School to assist students in making informed and considered choices. If, after reading this information booklet and attending our information evening, you require further clarification or advice, then please feel free to contact the school.

You may also like to try the following address for further information:

<http://www.educationstandards.nsw.edu.au>

How we teach Stage 6 courses

- | At Crookwell High School we seek to provide our students with a wide range of learning opportunities through a diverse curriculum.
- | We offer a curriculum pattern that meets the broad needs of all students by offering students one of the following distinct pathways.
 - An ATAR pathway leading to university admission
 - A HSC pathway with the possible option of university study, further study through TAFE/CIT or entry into the workforce
 - A Vocational pathway with a focus on developing specific work-related skills that may lead to a traineeship or apprenticeship. Students following this pathway will usually meet the requirements for a Record of School Achievement rather than an HSC.
- | To facilitate a broad curriculum that will meet our students' needs we usually offer individual senior classes in Year 11 and Year 12. However some classes with smaller numbers of students may be delivered through other flexible methods.
- | The information on the next two pages summarises the three distinct pathways offered at Crookwell High School with a list of dot points to offer guidance to students and parents in deciding which pathway to follow.

Which Pathway is for me?

Australian Tertiary Admission Rank (ATAR)

- | I intend on going to university.
- | I need a solid or very good ATAR.
- | I want most, if not all of my courses to be academic and challenging.
- | I am aware of how much work is required to succeed if I make these choices.

Higher School Certificate (HSC)

- | I want to return to Year 11 and get my HSC
- | I don't know if I want to go to University.
- | I want an ATAR just in case.
- | I enjoy some subjects but not everything.
- | I want a mixture of vocational (VET or career related) courses and academic courses but I know I can only use one VET course to count towards my ATAR.

Vocational

- | I am returning to school because there is a legal requirement for me to come back.
- | I will leave school if I can find suitable employment.
- | I definitely do not want an ATAR.
- | I would consider taking up a school-based traineeship or apprenticeship.
- | I would prefer my subjects to be practical and career oriented.
- | English Studies is the best English course for me.

Senior Student Pathways at CHS

Successful Completion of Year 10

ATAR

HSC Pathway

VOCATIONAL Pathway

PLANNING TO GO TO UNIVERSITY AFTER HSC?

Year 11: study at least 12 units
Year 12: study at least 10 units
of
Board Developed courses
studied at HSC

UNIVERSITY

WANT TO KEEP YOUR OPTIONS OPEN?

Year 11: study at least 12 units
Year 12: study at least 10 units
of
Board Developed or Content
Endorsed Courses.
May or may not want
an ATAR

FULL TIME WORK
APPRENTICESHIP
TRAINEESHIP

WANT TO GAIN SKILLS TO HELP YOU SECURE A TRADE?

Study practical and career
related courses at school
and/or TAFE.
Options may include
School-Based Apprenticeships
or Traineeships (SBAT)

APPRENTICESHIP
TRAINEESHIP
FULL TIME WORK
TAFE

What types of Courses can I select?

Board Developed Courses (BDC)

All students entered for the HSC who are studying Board Developed Courses follow syllabuses developed by NESA. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Content Endorsed Courses (CEC)

Content Endorsed Courses (CECs) have syllabuses developed by NESA to cater for areas of special interest not covered in the Board Developed Courses.

There is no external examination for any Content Endorsed Course, however, all Content Endorsed Courses count towards the Higher School Certificate and appear on your Record of School Achievement (RoSA). **Content Endorsed Courses do not count in the calculation of the ATAR.**

Vocational Education and Training (VET) Frameworks – either Board Developed or Board Endorsed:

Vocational Education and Training (VET) frameworks are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). This national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Schools will deliver some of these courses, while TAFE or other providers will deliver others.

If you are considering a vocational pathway, you can seek advice from the Head Teacher VET or the Careers Adviser.

Life Skills Courses as part of a Special Program of Study.

Stage 6 (Years 11 and 12) Life Skills courses are available for students following a Special Program of Study for the Higher School Certificate.

Participation in a Special Program of Study will be based upon an individual transition-planning process, which will occur for both Year 11 and Year 12.

Life Skills courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course. **Life Skills Courses do not count in the calculation of the ATAR.**

What are Units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses have a 2 unit value.

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 Unit Courses

- | This is the most common format for courses.

1 Unit Courses

- | Some courses are offered as 1 unit of study in either Year 11 or Year 12.

Extension Courses

- | Extension study is available in a number of subjects. Extension courses, which are 1 unit courses, build upon the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course and are available in English and Mathematics in Year 11. Extension Science is available in Year 12 as long as students have satisfactorily completed at least one of Biology, Chemistry, Earth and Environmental Science or Physics in Year 11.
- | HSC Extension 2 English and Mathematics courses are only offered and examined in Year 12. To undertake the Extension 2 English or Mathematics course in the HSC, the Preliminary Extension 1 English or Mathematics course must be satisfactorily completed.

Advanced, Extension and Distance Education Courses

- | Students wishing to undertake Advanced English, Extension Mathematics, Extension Science or Distance Education courses may be required to attend an interview with the relevant Head Teacher. Interviews will consider a range of factors such as a student's previous academic attainment, commitment to study and school attendance in addition to career aspirations. Placement in Advanced, Extension and Distance Education Courses is at the discretion and approval of the Principal.
- | Some courses may be offered via distance education delivery. Students should note that this mode of course delivery is very challenging and not suitable for all students. Enrolment in Distance Education will not be considered until an interview is held with the Principal.

TAFE Delivered HSC Courses

- | TAFE courses may be either face-to-face, online or blended delivery. Consequently students may miss out on some school lessons. They will be required to catch up on any missed work.
- | A separate application to enrol in a TAFE course must be completed. Students are usually notified no later than mid Term 4 if their application is successful.
- | Enrolment in a TAFE course is at the discretion and approval of the Principal. Interview processes will help determine student suitability.

Requirements for the HSC Award

- | You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
 - at least 6 units from Board Developed Courses including at least 2 units of English
 - at least three courses of 2 units value or greater
 - at least four subjects
- | At most, 6 units of courses in Science can contribute to Higher School Certificate eligibility.
- | You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- | You must attend the required Higher School Certificate examinations and make a serious attempt at them.

Additional information:

- | NESA has published a guide, *Studying for the New South Wales Higher School Certificate* which contains all the HSC rules and requirements you will need to know. Refer to www.studentsonline.nesa.nsw.edu.au/go/seniorstudy/how_your_HSC_works/
- | If you wish to receive an Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, *Steps to Uni for Year 10 students (2020 Edition)*, published by UAC and available from the careers adviser contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry. This booklet is also available at: www.uac.edu.au/schools/resources.
- | Students wanting an ATAR can use the online tool entitled 'subject compass' found on UAC's website.

Category B Subjects

Only one of these Board Developed Courses will be counted in the calculation of the ATAR. Category B courses offered at Crookwell High School are listed on page 10.

HSC Minimum Standard

What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales need to demonstrate a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC) credential. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests which are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still:

- Sit the HSC exams
- Receive an ATAR for University applications
- Receive a Record of School Achievement (ROSA)
- Receive a HSC minimum standard report

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

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

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests and can receive their HSC qualification at that time.

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

Further information NSW Education Standards Authority (NESA)

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

Summary of HSC Courses Offered

Courses Offered at Crookwell High School	
BOARD DEVELOPED COURSES	CONTENT ENDORSED COURSES
Agriculture	Sport, Lifestyle and Recreation Studies
Ancient History	Stage 6 Numeracy
Biology	
Business Studies	
Chemistry	
English Advanced	
English Standard	
English Studies *	
French Beginners	
Industrial Technology Timber	
Investigating Science	
Mathematics Advanced	
Mathematics Extension 1	
Mathematics Extension 2	
Mathematics Standard 2	
Science Extension	
Modern History	
Music I	
Personal Development, Health and Physical Education	
Physics	
Visual Arts	
VET COURSES	
Hospitality - Kitchen Operations *	
Primary Industries *	

* Category B Subjects

A - Z List of Courses

Agriculture	
Ancient History	
Biology	
Business Studies	
Chemistry	
English (Advanced)	
English (Standard)	
English Studies	
French Beginners.....	
Industrial Technology: Timber Products and Furniture Technologies.....	
Investigating Science	
Mathematics Advanced.....	
Mathematics Extension 1	
Mathematics Extension 2	
Mathematics Standard 2	
Science Extension.....	
Stage 6 Numeracy.....	
Modern History	
Music 1	
Personal Development, Health and Physical Education	
Physics	
Sport, Life and Recreation	
Visual Arts	
Vocational Education and Training.....	
Hospitality	
Primary Industries	
VET Enrolment Form.....	

Agriculture

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12



Exclusions & Prerequisites

Prerequisites: Nil

Exclusions: Nil

*Every day is a
good day to be on
the farm*

Course Description

The Year 11 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 Year 11 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.

Year 11 Course Content

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

Year 12 Course Content

Core (80%)

- Plant/Animal Production (50%)
- Farm Product Study (30%)

Elective (20%)

- Chose ONE of the following electives to study:
 - Agri-food, Fibre and Fuel Technologies
 - Climate Challenge
 - Farming for the 21st Century

Course Requirements

Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time.



Ancient History

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12

**History belongs in the past;
but understanding it
is the duty of the present**

Exclusions & Prerequisites

Prerequisites: Nil

Exclusions: Nil

Course Description

The Year 11 Course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

Year 11 Course Content

The Year 11 course comprises three sections:
investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and Case Studies

students undertake at least one option from 'The Nature of Ancient History', and at least two Case Studies

features of Ancient Societies (40 indicative hours)

students study at least two ancient societies

historical investigation (20 indicative hours)

Course Requirements

Students undertake at least two case studies

one case study must be from Egypt, Greece, Rome or Celtic Europe, and

one case study must be from Australia, Asia, the Near East or the Americas.

Year 12 Course Content

The Year 12 course comprises four sections:
core study: Cities of Vesuvius - Pompeii and Herculaneum (30 indicative hours)

one 'Ancient Societies' topic (30 indicative hours)

one 'Personalities in their Times' topic (30 indicative hours)

one 'Historical Periods' topic (30 indicative hours)

Course Requirements

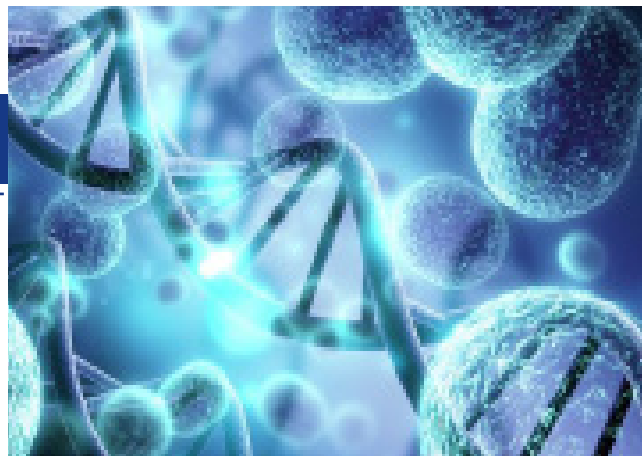
Students undertake study from at least two of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome

Biology

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Depth Study required in Year 11 and 12



Exclusions & prerequisites

Prerequisites: Completion of Stage 5 Science

Exclusions: Nil

**BIOLOGY GIVES YOU A BRAIN
LIFE TURNS IT INTO A MIND**

Course Description

The Year 11 course investigates cellular structure and provides a base 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 how this leads to biodiversity.

The Year 12 course investigates 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.

Year 11 Course Content

The Year 11 course consists of four modules:

- | Module 1: - Cells as a Basis of Life
- | Module 2: - Organisation of Living Things
- | Module 3: - Biological Diversity
- | Module 4: - Ecosystem Dynamics

Year 12 Course Content

The Year 12 course consists of four modules:

- | Module 5: - Heredity
- | Module 6: - Genetic Change
- | Module 7: - Infectious Disease
- | Module 8: - Non-infectious Disease and Disorders

Course Requirements

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

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

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

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



Business Studies

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12

Exclusions & Prerequisites

Prerequisites: Nil

Exclusions: Nil

“Whenever you see a successful business, someone once made a courageous decision”

Course Description

Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

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.

Year 11 Course Content

- | The Nature of Business (20%) - the role and nature of business
- | Business Management (40%) - the nature and responsibilities of management
- | Business Planning (40%) - establishing and planning a small to medium enterprise

Year 12 Course Content

- | Operations (25%) - strategies for effective operations management
- | Marketing (25%) - development and implementation of successful marketing strategies
- | Finance (25%) - financial information in the planning and management of business
- | Human Resources (25%) - human resource management and business performance

Chemistry

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Depth Study required in Year 11 and 12

Exclusions & Prerequisites

Prerequisites: Completion of Stage 5 Science

Exclusions: Nil



Course Description

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.

Year 11 Course Content

The Year 11 course consists of four modules:

- | Module 1: Properties and Structure of Matter
- | Module 2: Introduction to Quantitative Chemistry
- | Module 3: Reactive Chemistry
- | Module 4: Drivers of Reactions

Year 12 Course Content

The Year 12 course consists of four modules:

- | Module 5: Equilibrium and Acid Reactions
- | Module 6: Acid/base Reactions
- | Module 7: Organic Chemistry
- | Module 8: Applying Chemical Ideas

Course Requirements

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

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

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

English Advanced



Exclusions & Prerequisites

Prerequisites: Students are advised to speak to their teacher prior to selecting this course

Exclusions: English Standard & English Studies

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12

Course Description

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

Year 11 Course Content

The course has two sections:

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

Year 12 Course Content

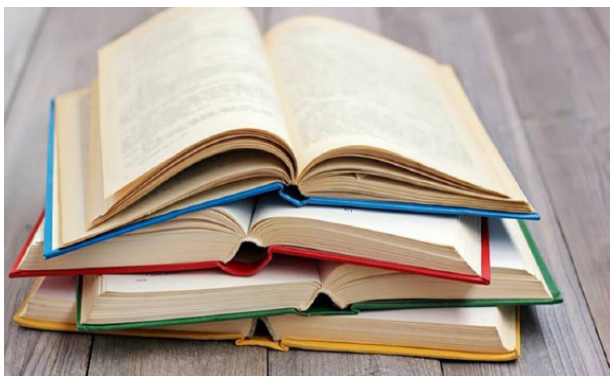
The course has two sections:

- the HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis
- three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

Across the English Advanced Stage 6 course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.



English Standard

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12

Exclusions & Prerequisites

Prerequisites: Nil

Exclusions: English Advanced, English Extension 1 and 2, English Studies

Course Description

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purpose. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

Year 11 Course Content

The course has two sections:

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

Year 12 Course Content

The course has two sections:

- the HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, HSC Advanced and HSC English Studies courses where students analyse and explore texts and apply skills in synthesis
- three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

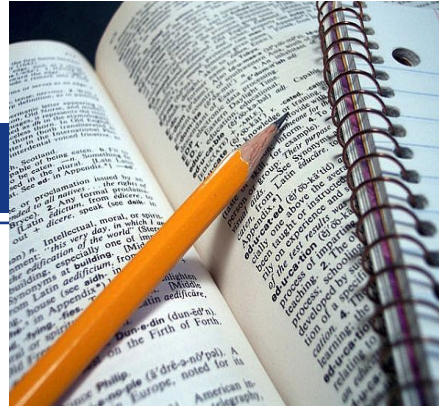
Course Requirements

Across the English Standard Stage 6 course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

This course is for students who are proficient in English to study a variety of English texts to become confident and effective communicators in their personal, social and vocational lives.

English Studies



- Board Developed Course*
- 2 units Year 11
- 2 units Year 12
- Course may contribute to an ATAR depending on pattern of study selected
- Course has optional exam which can be used to attain an ATAR

Exclusions & Prerequisites

Prerequisites: Nil

Exclusions: English Advanced, English Standard, English Extension 1 and 2

Course Entry Guidelines

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. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training. **Due to changes in the English Studies course, students considering choosing this course should be advised that:**

- English Studies is a Stage 6 Board Developed Course (Category B)
- students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses
- students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA
- to be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

Course Description

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

Year 11 Course Content

Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.

Students study 2-4 additional syllabus modules (selected based on their needs and interests)
Students may also study an optional teacher-developed module.

Year 12 Course Content

The HSC Common Content consists of one module *Texts and Human Experiences* which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.

Students study 2-4 additional syllabus modules (selected based on their needs and interests)

Students may also study an optional teacher-developed module.



A different language is a different vision of life.

French Beginners

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12

Exclusions & Prerequisites

Prerequisites: Nil

Exclusions: Nil

Course Eligibility

Strict eligibility rules apply to the study of this subject. Refer to Languages courses eligibility criteria.

Course Description

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and speaking, listening, reading and writing skills to communicate in French. Topics covered provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

What students learn

Topics studied through two interdependent perspectives, the personal world and French communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Year 11 Course Content

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

Topics:

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

Year 12 Course Content

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

Topics:

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations



Industrial Technology Timber Products & Furniture Technologies

Cost: \$80.00 at start of Year 11 + HSC Major Work costs

This course contributes to an ATAR

Exclusions & Prerequisites

Prerequisites: Nil

Exclusions: Any other Industrial Technology Course

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Major project

Course Description

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

Year 11 Course Content

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

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

Year 12 Course Content

The following sections are taught in relation to the relevant focus area through the development of a Major Project, and a study of the relevant industry:

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

Course Requirements

In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

In the HSC Course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

Investigating Science



This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Depth Study required in Year 11 and 12

Exclusions & Prerequisites

Prerequisites: Completion of Stage 5 Science

Exclusions: Nil

Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.

Course Description

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws. The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

Year 11 Course Content

The Year 11 course consists of four modules:

- | Module 1 Cause and Effect - Observing
- | Module 2 Cause and Effect - Inferences and Generalisations
- | Module 3 Scientific Models
- | Module 4 Theories and Laws

Year 12 Course Content

The Year 12 course consists of four modules:

- | Module 5 Scientific Investigations
- | Module 6 Technologies
- | Module 7 Fact or Fallacy?
- | Module 8 Science and Society

Course Requirements

Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concept.

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

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

Mathematics Advanced

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12



Exclusions & Prerequisites

Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved outcomes of the *NSW Mathematics Years 7-10 Syllabus* and in particular, the outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis

and at least some of the content from the following substrands of 5.3:

- Non-linear relationships
- Properties of Geometrical Shapes

Exclusions: Mathematics Standard 2, Stage 6 Numeracy

Course Description

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

The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both Mathematics Extension 1 and Mathematics Extension 2 courses.

Year 11 Course Content

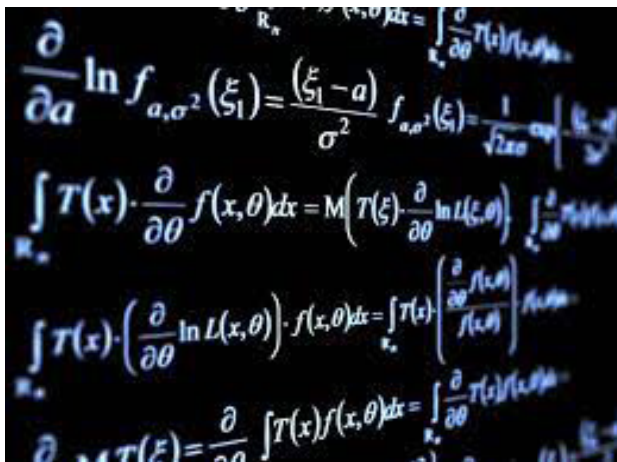
Topics:

- | Functions
- | Trigonometric Functions
- | Calculus
- | Exponential & Logarithmic Functions
- | Statistical Analysis

Year 12 Course Content

Topics:

- | Functions
- | Trigonometric Functions
- | Calculus
- | Financial Mathematics
- | Statistical Analysis



Mathematics Extension 1

This course contributes to an ATAR

- | Board Developed Course
- | 1 unit Year 11
- | 1 unit Year 12

Exclusions & Prerequisites

Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7-10 Syllabus, and in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: Polynomials, Logarithms, Functions and Other Graphs and Circle Geometry.

Exclusions: Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 2 or Stage 6 Numeracy courses.

Course Description

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. The study of Mathematics Extension 1 in Stage 6 provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level. It also provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Year 11 Course Content

Topics:

- | Functions
- | Trigonometric Functions
- | Calculus
- | Combinatorics

Year 12 Course Content

Topics:

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



Mathematics Extension 2

This course contributes to an ATAR

- | Board Developed Course
- | 1 unit Year 12

Exclusions & Prerequisites

Prerequisites: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

Exclusions: Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 2 or Stage 6 Numeracy courses.

Course Description

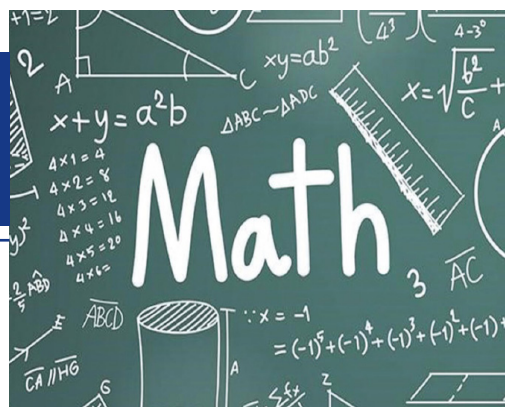
Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills. They have the opportunity to develop a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen. Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study

Year 12 Course Content

Topics:

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics

Mathematics Standard 2



This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12

Prerequisites & Exclusions

Prerequisites: The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *NSW Mathematics Years 7-10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of 5.2:

- Area and surface area
- Financial mathematics
- Non-linear relationships
- Right angled triangles (Trigonometry)
- Volume
- Equations
- Linear relationships
- Probability
- Single variable data analysis

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

Course Description

All students studying the Mathematics Standard 2 course will sit a HSC examination. All students studying the Mathematics Standard 2 course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Framework.

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these modules to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Year 11 Course Content

Topics:

- Algebra
- Measurement
- Financial Matters
- Statistical Analysis

Year 12 Course Content

Topics:

- Algebra
- Measurement
- Financial Matters
- Statistical Analysis
- Networks

Mathematics

Stage 6 Numeracy



This course will appear on a student's RoSA, but will not contribute towards an ATAR.

The Numeracy course is structured as a 2-unit, 240-hour course across Years 11 and 12.

- | Content Endorsed Course
- | 2 units Year 11
- | 2 units Year 12

Prerequisites & Exclusions

Prerequisites: The Stage 6 Numeracy course has been developed on the assumption that students have studied the content and achieved the outcomes of the *NSW Mathematics Years 7-10 Syllabus*, particularly at a 5.1 level in Years 9 and 10.

Exclusions: Students may **not** study the Mathematics Advanced, Mathematics Extension 1 or Mathematics Extension 2 course in conjunction with Stage 6 Numeracy.

Course Description

The Numeracy Stage 6 Content Endorsed Course is a new course focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy.

The course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy. Students who have already met the HSC minimum standard in numeracy are better placed studying Mathematics Standard or Advanced in Year 11.

There is no HSC examination for the Stage 6 Numeracy course. Assessment in this course is school-based. Teachers award a grade in Year 11 using the Common Grade Scale and an assessment mark in Year 12 using the Performance Band Descriptions for reporting achievement.

The Stage 6 Numeracy course is comprised of modules that bring different aspects of numeracy together with real life applications.

Year 11 Course Content

Module 1:

- Whole numbers
- Operations with whole numbers
- Distance, area and volume
- Time
- Data, graphs and tables

Module 2:

- Fractions and decimals
- Operations with fractions and decimals
- Metric relationships
- Length, mass and capacity
- Chance

Year 12 Course Content

Module 3

- Percentages
- Operations with numbers
- Finance
- Location, time and temperature
- Space and design

Module 4:

- Rates and ratios
- Statistics and probability
- Exploring with NRMT



Modern History

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12

Exclusions & Prerequisites

Prerequisites: Nil

Exclusions: Nil

A people without the knowledge of their past history, origin and culture is like a tree without roots

Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919-1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

Year 11 Course Content

- | Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies')
 - students undertake at least one option from 'The Nature of Modern History', and at least two case studies
- | Historical Investigation (20 indicative hours)
- | The Shaping of the Modern World (40 indicative hours)
 - at least one study from 'The Shaping of the Modern World' is to be undertaken

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

Year 12 Course Content

- | Core Study: Power and Authority in the Modern World 1919 -1946 - (30 indicative hours)
- | One 'National Studies' topic - (30 indicative hours)
- | One 'Peace and Conflict' topic - (30 indicative hours)
- | One 'Change in the Modern World' topic - (30 indicative hours)

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

Course Requirements

In the Year 11 course, students undertake at least two case studies. One case study must be from Europe, North America or Australia, and one case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

In Year 12, students are required to study at least one non-European/Western topic, for example: India 1942-1984, Conflict in the Pacific 1937-1951, or The Cultural Revolution to Tiananmen Square 1966-1989.

Music I

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Major project



Music is the
strongest form of
magic

Exclusions & Prerequisites

Prerequisites: It is recommended that students have studied Stage 5 Music.

Exclusions: Music 2

Course Description

In the Year 11 and Year 12 courses, students will study the concepts of music through the learning experience of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Year 11 Course Content

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

Year 12 Course Content

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

Course Requirements

HSC Course

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

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



PDHPE

Personal Development, Health and Physical Education.

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12

Exclusions & Prerequisites

Prerequisites: It is recommended that students have studied the content and achieved the outcomes of the PDHPE Years 7-10 syllabus.

Exclusions: Nil

Year 11 Course Content

Areas of Study

Core Topics (60%)

- | *Better Health for Individuals*
- | *The Body in Motion*

Optional Component (40%)

Students select **two** of the following options:

- | *First Aid*
- | *Composition and Performance*
- | *Fitness Choices*
- | *Outdoor Recreation*

Year 12 Course Content

Areas of Study

Core Topics (60%)

- | *Health Priorities in Australia*
- | *Factors Affecting Performance*

Optional Component (40%)

Students select **two** of the following components:

- | *The Health of Young People*
- | *Sport and Physical activity in Australian Society*
- | *Sports Medicine*
- | *Improving Performance*
- | *Equity and Health*

Course Requirements

In addition to core studies, students select two options in each year of the Year 11 and Year 12 courses.

Physics



This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Depth Study required in Year 11 and 12

Exclusions & Prerequisites

Prerequisites: Completion of Stage 5 Science

Exclusions: Nil

Year 11 Course

Areas of Study

The Year 11 course consists of four modules:

- | *Module 1: Kinematics*
- | *Module 2: Dynamics*
- | *Module 3: Waves and Thermodynamics*
- | *Module 4: Electricity and Magnetism*

Year 12 Course

Areas of Study

- | *Module 5: Advanced Mechanics*
- | *Module 6: Electromagnetism*
- | *Module 7: The Nature of Light*
- | *Module 8: From Universe to the Atom*

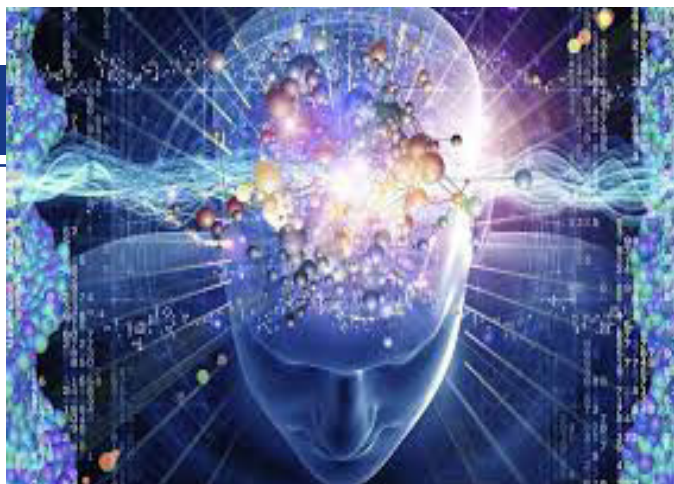
Course Requirements

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

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

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

Science Extension



This course contributes to an ATAR

- | Board Developed Course
- | 1 unit Year 12
- | Depth Study

Exclusions & Prerequisites

Prerequisites: One of, or a combination of Biology, Chemistry, Earth & Science, Investigating Science or Physics Year 11.

Exclusions: Nil

This course focuses on the authentic application of scientific research skills to produce a Scientific Research Report. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report.

Year 12 Course Content

Areas of Study

The Year 12 course consists of four modules:

- | *Module 1: The foundations of Scientific Thinking*
- | *Module 2: The Scientific Research Proposal*
- | *Module 3: The Data, Evidence and Decisions*
- | *Module 4: The Scientific Research Report*

Assessment

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.



Sport, Lifestyle & Recreation

Exclusions & Prerequisites

Prerequisites: Nil

Exclusions: Nil

- | Content Endorsed Course
- | 2 units Year 11
- | 2 units Year 12
- | Course does NOT contribute to an ATAR

Course Description

The Sport, Lifestyle and Recreation Content Endorsed Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles. Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K-10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity. Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enables students to adopt and maintain an active lifestyle.

Year 11 & Year 12 Course Content

Areas of Study

The Sport, Lifestyle and Recreation Course comprises 15 optional modules. There is no prescribed core component. Crookwell High School selects modules that respond to the needs and interests of its student.

Modules Include:

- | Aquatics
- | Athletics
- | Dance
- | First Aid and Sports Injuries
- | Fitness
- | Games and Sports Applications I
- | Games and Sports Applications II
- | Gymnastics
- | Healthy Lifestyle
- | Individual Games and Sports Applications
- | Resistance Training
- | Social Perspective of Games and Sports
- | Sports Administration
- | Sports Coaching and Training

Students of Stage 6 PDHPE may also study Sport, Lifestyle and Recreation. Teachers should ensure however that the modules selected do not duplicate PDHPE modules.

The study of Sport, Lifestyle and Recreation will support students in developing a commitment to, and capacity for, lifelong learning in this area. This may lead to further post-school study at University or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences in this as an area of personal interest.



Visual Arts

Cost: \$50.00 per year + Art Work related costs

This course contributes to an ATAR

- | Board Developed Course
- | 2 units Year 11
- | 2 units Year 12
- | Major project

Exclusions & Prerequisites

Prerequisites: Nil

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

Course Description

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

The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experiences in Visual Arts.

Year 11 Course Content

Areas of Study

Students learning opportunities focus on:

- | *The nature of practice in art making, art criticism and art history.*
- | *The role and function of artists, artworks, the world and audiences as agencies of the art world.*
- | *Various interpretations of art works.*
- | *Developing focus, interest and meaning in their own work.*
- | *Building understanding over time through various investigations and working in different forms.*

Year 12 Course Content

Areas of Study

Students learning opportunities focus on:

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

Course Requirements

Year 11

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

Year 12

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

School Delivered Vocational Education Training (VET) Courses



Education

Information for Students Undertaking School Delivered VET Courses

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

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

NSW Education Standards (NESA) Board Developed Industry Curriculum Framework VET courses contribute to an Australian Tertiary Admission Rank (ATAR).

Students must complete a 240 hour Board Developed Industry Curriculum Framework VET course to be eligible to sit the HSC examination for this course. Only ONE Category B course can be used towards an ATAR.

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

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

Optional External HSC Examination

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

Assessment Procedures

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

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

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

Student Selection, enrolment and induction procedures

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

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

Fees and charges

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

VET Enrolment

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

Freedom of Information and Privacy

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Work Placement

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

School Based Apprenticeships and Traineeships (SBATs)

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

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

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

Unique Student Identifier

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

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



HOSPITALITY

SIT20316 Certificate II in Hospitality

Entry Requirements:

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

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. Students work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.

This qualification provides a pathway to work in various hospitality settings including restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.

Core Units of Competency

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

Elective Units of Competency

- 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

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

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for SIT20316 Certificate II in Hospitality. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20316 Certificate II in Hospitality. Portfolios of evidence are required in some units of competency in this course.

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

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

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

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

Resources costs: \$115.00 + uniform costs. Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: as per school timetable

Exclusions: Nil

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

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



PRIMARY INDUSTRIES

AHC20116 Certificate II in Agriculture**Entry Requirements:**

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

Course: Primary Industries (240 indicative hours)

4 Preliminary and/or HSC units in total

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

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

Category B status for Australian Tertiary Admission Rank (ATAR).

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

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides an entry level occupational outcome in agriculture. Students will be able to gain skills and knowledge in a range of activities and functions in the production and care of livestock and/or plants, safety, maintaining and using equipment such as tractors, chemical use, interpreting weather and sustainability. Skills gained in this industry transfer to other industries. Job roles and titles vary across different industry sectors. Possible occupations in this industry include farm or station hand/labourer, shearer, livestock breeder/attendant/ stockperson, horticultural assistant and farmer/farm manager.

Core Units of Competency

AHCWHS201 Participate in WHS processes

AHCWRK209 Participate in environmentally sustainable work practices

AHCWRK204 Work effectively in the industry

Elective Units of Competency

As well as a selection from the following units:

AHCWRK201 Observe and report on weather

AHCCHM201 Apply chemicals under supervision

AHCPMG201 Treat weeds

ACHWRK205 Participate in workplace communication.

AHCPMG202 Treat plant pests, diseases and disorders

AHCNSY202 Care for nursery plants

AHCPCM201 Recognise plants

AHCMOM202 Operate tractors

AHCMOM304 Operate machinery and equipment

AHCPIO201 Inspect and clean machinery for plant, animal and soil

AHCLSK211 Provide feed for livestock

AHCLSK209 Monitor water supplies

AHCINF202 Install, maintain and repair farm fencing

AHCINF201 Carry out basic electric fencing operations

AHCNSY201 Pot up plants

AHCSOL202 Assist with soil or growing media sampling and testing

AHCNSY203 Undertake propagation activities

AHCLSK316 Prepare livestock for competition

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for AHC20116 Certificate II in Agriculture. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards AHC20116 Certificate II in Agriculture.

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

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

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

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

Resources costs: Nil Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: as per school timetable

Exclusions: As needed to attain competencies

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

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

Students applying to Study Hospitality or Primary Industries must complete this form at time of selection.



Education

Public Schools NSW, Wagga Wagga. RTO 90333

VET ENROLMENT FORM

The Registered Training Authority (RTO) is responsible for the quality of the training and assessment in compliance with The Standards for RTOs 2015 and for the issuance of the Australian Qualifications Framework (AQF) certification documentation,

<https://www.asqa.gov.au/about/australias-vet-sector/standards-registered-training-organisations-rtos-2015> .

Prior to enrolment the RTO provides accurate information that enables the learner to make informed decisions about undertaking training with the RTO. Every student is provided with a specific site VET Course Information sheet that provides qualification information.

Privacy Notice

Under the *Data Provision Requirements 2012*, Public Schools NSW Wagga Wagga, RTO

90333, is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on this enrolment form), may be used or disclosed by **Public Schools NSW Wagga Wagga, RTO 90333**, for statistical, administrative, regulatory and research purposes. **Public Schools NSW Wagga Wagga, RTO 90333**, may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies; and NCVER
- Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes
- populating authenticated VET transcripts
- facilitating statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information and
- administering VET, including program administration, regulation, monitoring and evaluation.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

Study reason

Select the main reason you are undertaking this course (Tick ONE box only)

To gain extra skills to apply for a job	<input type="checkbox"/>
For personal interest or self-development	<input type="checkbox"/>
To gain skills for community/voluntary work	<input type="checkbox"/>
To learn about the requirements for work	<input type="checkbox"/>
Other reason	<input type="checkbox"/>

Personal details

Full Name _____

Date of Birth ___ / ___ / _____

If you have a disability, impairment or long-term condition ensure your school is informed.

Delivery details This qualification will be delivered at school over one or two years.

Unique Student Identifier (USI)

Detailed course information is provided on each Course Information Sheet.

From 1 January 2015, we Wagga Wagga RTO can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to NCVET. If you have not yet obtained a USI you can apply for it directly at <https://www.usi.gov.au/students/create-your-usi/> on computer or mobile device.

Each student must provide the school with their USI number before enrolment in a VET course.

--	--	--	--	--	--	--	--	--	--

Training Product (Qualification) Details

Your school has the Authority to Deliver (ATD) the following courses.

Select the course(s) below in which you are requesting to enrol.

AHC20116 Certificate II in Agriculture

SIT20316 Certificate II in Hospitality

Fees and refunds

The school site will advise on fee collection from students. Details are available on each VET Course Information sheet.

Parent / Carer declaration:

I declare that the personal information provided to the school about my son/daughter, named below, is true and correct to the best of my knowledge.

STUDENT NAME

PARENT NAME PARENT SIGNATURE DATE

Complaints and appeals statement

<https://education.nsw.gov.au/policy-library/policies/complaints-handling-policy>

[For specific RTO procedures please contact your VET coordinator.](#)

Crookwell High School

1 Crown Street
CROOKWELL NSW 2583

Phone: 02 4832 1421

Email: crookwell-h.school@det.nsw.edu.au

www.crookwell-h.schools.nsw.edu.au



Find us on
Facebook

@ Crookwell High School NSW DoE



@ crookwellhighschool

RESPECT | RESPONSIBILITY | PROSPER