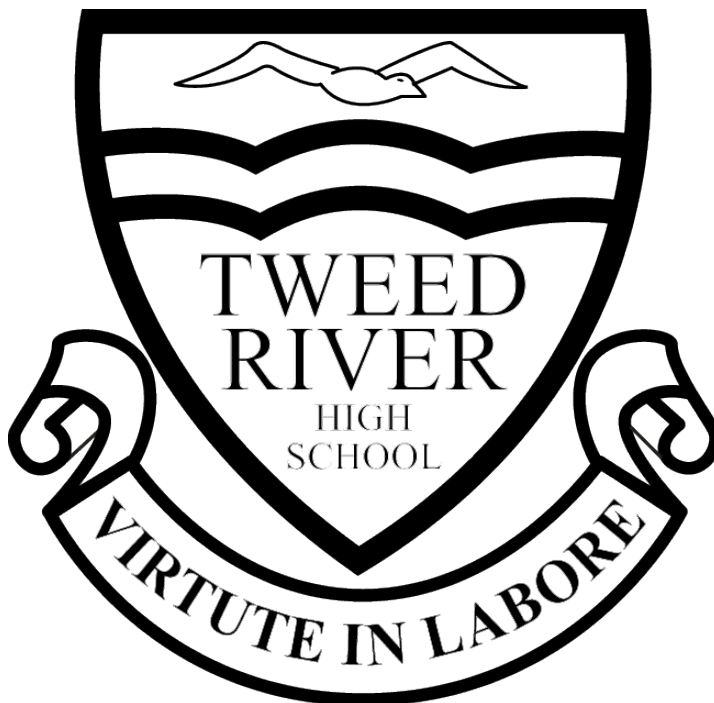


STAGE 6

Yrs 11 -12

2023 – 2024

COURSE SELECTION GUIDE



Includes



Information

Name: _____



- Banora Point High School
- Kingscliff High School
- Murwillumbah High School
- Tweed River High School
- Wollumbin High School

Table of Contents

Introduction	1
General Information for Students	1
Selecting Courses	2
What's your plan for after year 12?	3
Choosing the right study pattern for you...	3
The Options - from YEAR 10 to a HSC	3
Record of School Achievement (RoSA)	6
Requirements for the Award of the "HSC"	7
Types of Courses	8
School based Apprenticeships & Traineeships (SbATs)	10
HSC Assessment & Reporting	11
HSC Course Selection and Planning your Career	13
Choosing your Courses	18
Minimum Standards	18
Course Restrictions	19
Minimum Class Sizes	19
Aboriginal Studies	20
Agriculture	21
Ancient History	233
Ancient History - Life skills	244
Biology	255
Business Studies	266
Business Services	Error! Bookmark not defined.
Chemistry	299
Community and Family Studies	30
Construction	31
Creative Arts - Life Skills	333
Dance	344
Design and Technology	355
Drama	366
Economics	377
English... "Which course is right for me?"	388
English (Standard)	39
English (Advanced)	40
English Extension Preliminary, English Extension 1 or 2 HSC	411
English Studies	422
English as an Additional Language or Dialect (EAL/D)	433
English - Life Skills	444

Engineering Studies	455
Food Technology	46
Hospitality	47
Kitchen Operations	49
HSC History Extension	50
HSC Science Extension	51
Industrial Technology	52
Information & Digital Technology - Web and software applications stream	53
Information Processes and Technology	555
Legal Studies	566
Manufacturing and Engineering - Introduction	57
Marine Studies	59
Mathematics Standard / Mathematics Standard 2 – ATAR Pathway	60
Mathematics Advanced	61
Mathematics Extension 1	62
Mathematics Extension 2	633
Mathematics – Life Skills	644
Modern History	655
Modern History - Life Skills	666
Music 1	67
Music Industry	68
Outdoor Recreation	69
Personal Development, Health and Physical Education	70
Personal Development, Health and Physical Education Life Skills	71
Physics	72
Investigating Science	73
Science - Life Skills	74
Society and Culture	75
Sport Coaching	76
Software Design and Development	78
Sport, Lifestyle and Recreation Studies	79
Technology - Life Skills	80
Textiles and Design	81
Visual Arts	82
Work Studies	83
VET Course Frequently Asked Questions	84

DISCLAIMER

The course information contained in the rest of this booklet has been supplied by the NSW Educational Standards Authority - NESA.

The material included in the booklet has been reproduced for the information of students and parents.

All details were correct at the time of printing. However, the Higher School Certificate regularly undergoes change.

Students and parents should check with Head Teachers or on the NESA website in regard to all aspects of the courses they are considering undertaking next year.

Introduction

Dear Student,

Congratulations on your decision to continue your studies towards your Higher School Certificate. This commitment is an important one and requires a great deal of thought, preparation and research. Please read this booklet carefully before making your final course selections. Once the decision has been made to return to school for Year 11 and 12 course choice becomes extremely important. Your choice of courses will significantly determine your options after you leave school.

This booklet has been produced to inform you of the organisation of the Higher School Certificate. It gives you information on the courses available and where they could lead you. The detail provided for each course ensures that you understand the commitment required to complete each course successfully.

The first section outlines your study alternatives. The information can be categorised into the following broad focus areas:

- An **ATAR pattern of study** suitable for university entrance,
- The **Work ready pattern of study** suitable for students looking to prepare for entry into the workforce during or following Year 12;

Students and parents/caregivers must read this information carefully as it forms the basis for making choices about subjects and courses in the coming year. **NB:** This should not be your only source of information when choosing options for your HSC.

GENERAL INFORMATION FOR STUDENTS

In January 2017 BOSTES, changed its name to the NSW Educational Standards Authority or NESA. Study in senior school requires a significant step-up in responsibility. To be successful a student must develop:

- The ability to set and work towards sound goals for the future;
- A determination to attend all available school days, and to put school before your social life and holidays
- A commitment to participating fully in all available classroom activities.
- Commitment to completing set tasks in given time frames, additional reading and research;
- Motivation to study;
- A commitment to abide by the school policies including those regarding the wearing of the school uniform, school rules and daily attendance.

STUDY REQUIREMENTS

Being a senior STUDENT is a full time commitment.

It is recommended that the time spent on homework and study is **18 hours per week for Preliminary courses** and up to **24 hours per week for HSC courses.**

Remember,

All these courses require considerable effort and commitment and some are expensive.

There are no easy courses.

The courses in this handbook have been selected to support the skills and aspirations of a wide variety of students.

Selecting Courses

A HSC education is not intended to be entirely vocational in orientation. A broad education is an asset to any person and students should feel encouraged to participate in courses they find enjoyable and stimulating.

A number of questions need to be considered by students when choosing courses:

- What are my likes and dislikes?
- Where do my abilities lie?
- What will motivate me?
- What are my realistic career options?
- Do I envisage pursuing tertiary study and if so which path should I use to pursue it?

Students should think carefully about their course choices.

The senior years should be academically challenging and enjoyable. Success will be based on individual performance, not simply on course choices.

Students should NOT choose courses:

- based on the assumption that some grant a mark advantage by virtue of the examination scaling process. This assumption is wrong. The scaling process is based on the student's performance and the quality of the candidature state wide. For students who do not achieve well in a course, scaling will not assist them. **Individual students need to achieve at a high level to score a high HSC mark.**
- below or above their ability level in order to try and maximise marks.
- just because their friends do or because they like the teacher.

Discuss with and seek advice from a wide range of people including your parents/caregivers, head teachers, subject teachers, year advisor and career adviser before making your final course selections.

Additionally, students need to be absolutely sure which HSC courses, if any, are required for entry to the careers or further education pathways they are considering. This information is available from the careers adviser.

Students should choose courses based on interest, ability and entry requirements for post school education or a career.

What's your plan for after Year 12?

Choosing the right study pattern for you...

What you are planning to do after school is an important consideration in choosing courses for the HSC. Choosing the courses that are "right for you" is critical in achieving the best performance you are capable of in the HSC and ensuring you are well placed for life after school.

It is also very important in ensuring you feel "comfortably challenged" rather than overwhelmed by your study pattern and the workload involved. Consider how much time you are prepared to commit to your studies before choosing subjects.

Every time a student changes courses their challenge to satisfactorily complete a course increases as time and content lost has to be caught up. For this reason, after week 3 of term 1 in Year 11 subject changes will only occur in special circumstances. CHOOSE CAREFULLY.

School staff will be able to advise students and parents on the types of courses that will provide the most benefit to students on the basis of the goals they have for their lives following Year 12 or when they turn 17 years of age.

THE ATAR PATHWAY: The usual road to university

Students planning to head to tertiary study following the HSC should be undertaking 12 Board Developed units in Year 11 and at least 10 Board Developed units in Year 12. Two of those units may come from the study of a VET Industry Curriculum Framework course. Some students may also wish to undertake a University course as part of their HSC study pattern as this can sometimes assist students with their university entrance. Your careers adviser will be able to provide information about these options.

THE WORK READY PATHWAY: *Becoming more employable*

The Work Ready Pathway is a HSC Program with a strong focus on vocational outcomes including the achievement of AQF Certificate I or II qualifications and the development of employability skills. Students planning to leave formal schooling when they turn 17 years of age or at the end of Year 12 are best served by studying courses which gain them credit or advanced standing in post school training environments such as TAFE or other VET Sector providers.

The NSW Compulsory Schooling Policy for students' who wish to leave school after Year 10 and before reaching 17 years of age, require students to be undertaking a Certificate II qualification or be working a minimum average of 25 hrs/wk. or both.

It is smart to use your time in years 11 and 12 to commence your training in vocational courses and to be accumulating credit while also achieving your HSC. School based Apprenticeships and Traineeships (SBATs) may also be considered. See the Careers adviser for more details.

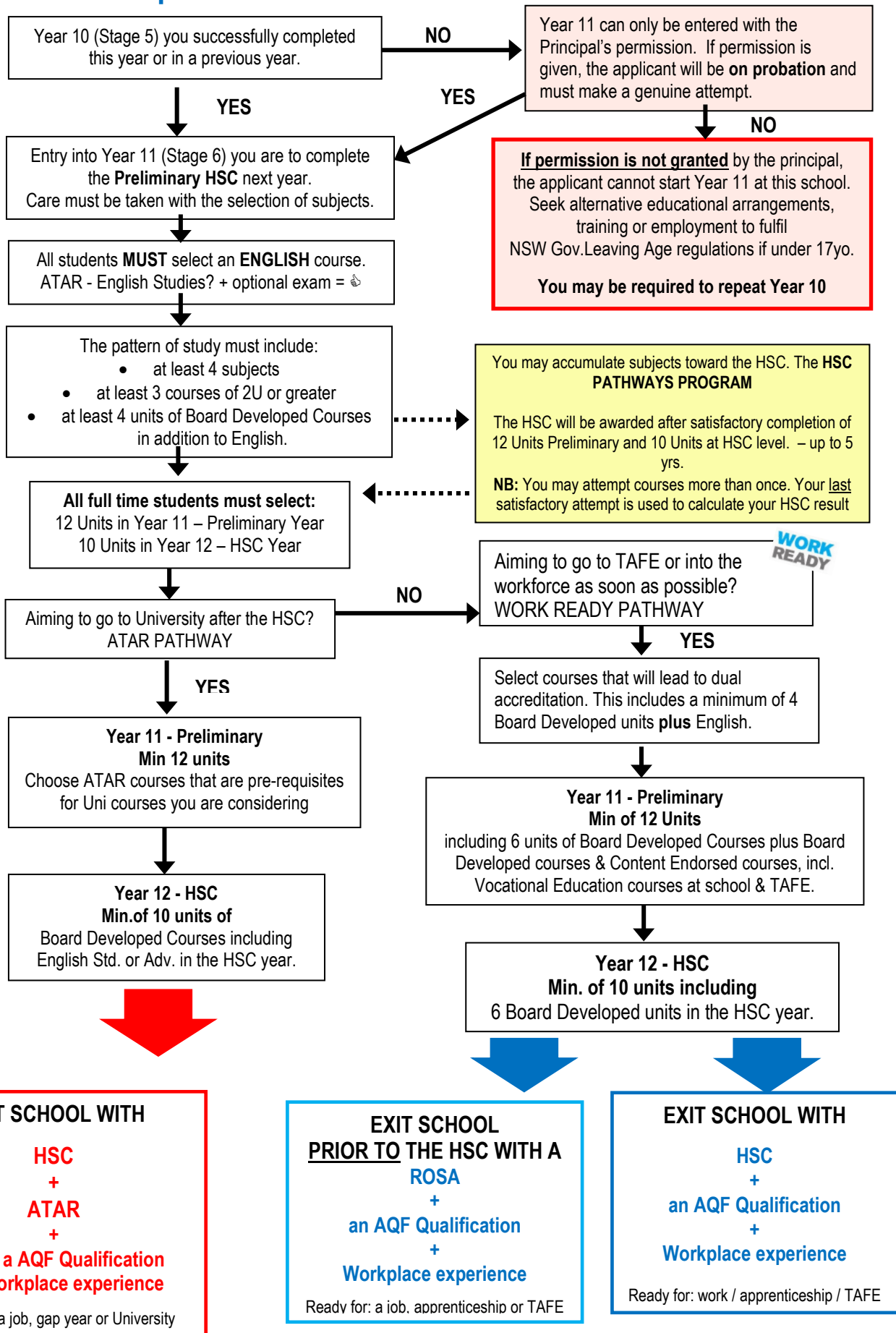
Look for this symbol in the "Choose Subjects" section >>>

**WORK
READY**

Courses at Tweed River High School will only run where enough students select the course to form an economically viable class.

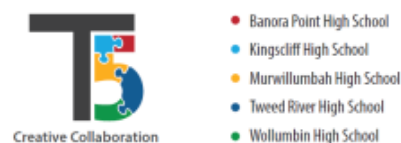
The minimum number of students necessary to commence a standard 2 unit class is twelve.

The Options – after Year 10...



T5 Shared Curriculum Program

Following students selection of courses, the school organises classes on the basis of those requests to obtain the “best fit” for **the majority of students**. Where a course that does not have enough students to form a class, in limited circumstances the students may be offered the course at another school under the T5 shared curriculum arrangements if the course is running elsewhere and space is available. Alternatively students will be required to re-select a course appearing on that particular timetable line.



The Tweed 5 Program (T5) is an initiative from the DoE secondary schools in the Tweed Valley which began in 2012. Banora Point High School, Kingscliff High School, Murwillumbah High School, Tweed River High School and Wollumbin High School work together with our community to ensure positive and productive learning and exciting futures for our young people.

Our Community of Schools is strongly committed to improving the performance of our students at the HSC. By combining in the delivery of senior school courses, the schools are able to provide the broadest possible range of courses, taught by highly qualified teachers who are committed to supporting and inspiring students to achieve their best in their HSC studies.

Pathways to the HSC

There are a number of avenues to gaining a HSC. To gain a HSC a student can:

- (a) **Complete two years of senior schooling** – satisfactorily complete courses at the Preliminary HSC level followed by the HSC level.
- (b) **Accumulate the HSC over a period of up to five years.** The 5 year period commences in the first year a HSC course examination is attempted. By the end of the accumulation period students must have met all Preliminary and HSC patterns of study requirements. This may suit students interested in part-time study.
- (c) **Study courses via Distance Education or the Open High School:** In exceptional circumstances students may be permitted to study a course – particularly languages via distance education. A teacher /mentor works with you at TRHS to check progress and assist with the dispatch and collection of learning materials. Students are however responsible for ensuring materials are completed and posted each week and making themselves available for assessment tasks when they occur. Course delivery includes print materials and phone conversations, video conferences and occasional visits by the DE teacher.
- (d) **Vocational Education & Training courses** where the skills (competencies) achieved are recognised by both by NESA (for the HSC) and the Australian Qualifications Framework (AQF). The AQF accreditation is nationally recognised by industry and other training providers. These courses provide an invaluable start to a career where skills attained contribute directly to the requirements of the particular industry.
- (e) **School Tailored Programs.** The TRHS HSC Work Ready Pathway has a strong focus on vocational outcomes including the achievement of Certificate II qualifications and the development of employability skills.
- (f) **Repeating courses.** Students may repeat one or more HSC courses within the five year accumulation period. In the calculation of the ATAR, the most recent mark in the course will be used. **NB:** It is not based on the best mark scored over time.
- (g) **Recognition of Prior Learning.** Students may be granted credit transfer, that is, count studies in educational institutions such as TAFE towards your HSC. Students may also be granted advanced standing; that is, be exempted from some components of the HSC courses if they can demonstrate achievement of syllabus outcomes in another way.
- (h) **School-based apprenticeships and traineeships (SbATs).** School-based traineeships are contracts of part-time employment, which include formal training. The formal training will be counted as units of study toward your HSC. Students will still be at school while working part-time, an average of 8-12 hours per week of on-the-job training. A training wage is paid while at work. There will be an opportunity to complete additional hours during the school holidays. **Students must be committed to maintaining a sound level of achievement in all HSC subjects. Working part-time while studying presents students with a time management challenge.** School-based traineeships are explained in more detail later in this handbook.

RECORD of SCHOOL ACHIEVEMENT (RoSA)

This credential is issued by the NESA to provide recognition for those students who complete Stage 5 (year 10), and who leave school prior to completing a HSC. This cumulative credential summarises academic results and course participation up to the point that the student leaves school. An up to date **transcript** or **Student e-Record** can be generated from the NESA website at any point in time. It will include a grade for those courses satisfactorily completed and list those courses the student is currently participating in. In addition, students may also sit for separate Literacy and Numeracy Tests which will be helpful when seeking employment. **The RoSA credential is only available at the time a student exits from the school system.** Students completing the HSC will receive the complete academic transcript in their HSC documentation.

Requirements for the Award of the “HSC”



To be awarded the HSC a student must:

- Satisfactorily complete courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the classwork, written, practical, oral, projects or performances required for specific courses and the assessment requirements for each course.
- Sit for, and make a serious attempt at, the Higher School Certificate examinations.
- Study a minimum of 12 units for the Preliminary Higher School Certificate and
- a minimum of 10 units for the Higher School Certificate.
- The pattern of study for the Preliminary HSC and the HSC must include the following:
 - **An English course** (min 2U value); either English Standard, English Advanced or English Studies
 - At least two other Board Developed Courses of 2 unit value or greater
 - At least four subject areas
 - There are some particular rules regarding the combination of courses that can be taken. Eg. **At most, 6 units of courses in Science** can contribute to Higher School Certificate eligibility. See the Course Exclusion section for more details.
- The Board of Studies publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements for the HSC. See your year adviser for a copy
- For students seeking an Australian Tertiary Admission Rank (ATAR), the pattern of study must include a minimum of 10 Board Developed units in the HSC year, including at least 2 units of an English Board Developed course. The booklet, *University Entry Requirements - Year 10 Booklet* contains important information about entry to university courses (mainly NSW Universities), course prerequisites and other information to assist in making appropriate selections of HSC courses for study in Year 11 and 12 in preparation for university entry. Copies are available in the Careers Office or they can be purchased from UAC. See your Year Advisor for more details.
- For those not wishing to receive an ATAR, once the six units of Board Developed Courses are selected, the rest of the courses may be made up from Board Endorsed Courses.

WHAT ARE “UNITS”?

All courses offered for the Higher School Certificate have a unit value. Most courses are 2 units courses however, some have a value of 1 unit or 3 units. Each unit involves class time of approximately 2 hours each week or 60 hours each year. In the HSC each unit has a value of 50 marks. Hence, a 2 unit course has a value of 100 marks. Most courses are 2 units x 2 years.

A number of courses are also available as Extension 1 courses. Extension courses require students to work beyond the standard of the content of the 2 unit course.

2 units = 4 hours each week = 120 hours (2 units) for each of years 11 and 12 = 100 marks for the HSC.

Extension Courses

Extension 1 courses carry a value of 1 unit and a mark value of 50 and are available at the Preliminary stage in English and Mathematics only. In the HSC stage, **Extension 2 courses** are available in English and Mathematics as well as Extension 1 courses in History, Music, some Languages and VET. Some Board Developed VET courses have extension courses called “specialisation studies” at a value of 1, 2, 3 and 4 units.

Satisfactory completion of the Preliminary Extension 1 course is required before enrolment in any Extension 2 HSC course. Extension 2 courses require students to work beyond the standard of the content of the Extension 1 course. Extension 2 courses must be taken concurrently with the corresponding Extension 1 course. Extension 2 courses have a mark value of 50 marks.

Types of Courses

There are four different types of courses offered in Years 11 and 12.

Board Developed Courses

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

- The course objectives, structure, content and outcomes
- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- The performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow the same course syllabus.

Board Developed Courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Category A and Category B Courses:

Board Developed Courses are categorised as either Category A or Category B for the purposes of calculating the **ATAR**. Apart from VET Industry Curriculum Framework courses, most Board Developed Courses are Category A.

NOTE: The results for a student's BEST TEN units are used in the calculation of an ATAR. However only ONE Category B - Board Developed course (2 units) can contribute towards the ATAR.

Board Endorsed Courses

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

- **Content Endorsed Courses (CEC)** have a syllabus endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses. Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.
- **School Designed Courses** are special courses designed by individual schools to meet student needs. The Board of Studies must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate. **Note: Some Board Endorsed Courses are one-year courses.**

Board Endorsed Courses have:

- no external examination, but
- count towards the HSC and
- will appear on your Record of Achievement
- do not contribute an ATAR.

Vocational Education & Training (VET) Courses

- All VET Courses require students to have a unique student identifier or USI. One of these – like a tax file No. - is available at www.USI.Gov.au Identification is required. Do NOT lose this number code.
- VET courses are industry specific and have clear links to post-school work related destinations.
- All VET courses are delivered using a **competency based training system** - CBT.
- Each course is linked to the national Australian Qualifications Framework (AQF) which enables the transfer of accreditation, allowing students to move easily between various education and training sectors and employment around the country. In addition students can use these national qualifications as part of their HSC and appear on the record of achievement and in some circumstances part of an ATAR.
- VET courses studied for the HSC are either Board Developed Cat B or Board Endorsed courses.
- Every Board Developed VET course has a **mandatory workplace component** specifying a minimum number of hours that students must spend in course related workplace – typically 35hrs/yr plus additional hours for specialisation courses.
- Some of these courses are able to be delivered in schools, while others are delivered by TAFE and other providers.
- Students who exit a course early or successfully complete less than the full requirements will receive a Statement of Attainment with a record of the competencies achieved.

(a) School Delivered VET Courses (SVET)

The **T5** group of schools will be offering students the opportunity to study the following VET Board Developed Industry Framework courses in our schools:

- | | |
|--------------------------|----------------|
| • Business Services | Tweed River HS |
| • Construction | Tweed River HS |
| • Hospitality | Tweed River HS |
| • Metals and Engineering | Tweed River HS |
| • Sport Coaching | Tweed River HS |
| • Entertainment Industry | Kingscliff HS |

(b) TAFE Delivered VET Courses (eVET)

The DoE NSW contracts North Coast Institute of TAFE to offer eVET courses designed to meet local needs based on demand. TAFE campuses at Kingscliff and Murwillumbah also offer a wide variety of eVET Board Endorsed Courses which count towards your HSC. **In most cases, these courses will NOT count towards an ATAR.** **Note:** TAFE may not be able to provide student selections in every instance.

Applications for courses must be endorsed by the Principal and places are offered statewide from Sydney.

Student commitment requirements for eVET:

Students need to carefully consider their own circumstances before selecting eVET courses:

- Students are responsible for getting themselves to the TAFE venues on time and every week. (Bus fares apply)
- The majority of courses conclude after school hours and
- Students make their own way home.
- Some courses have a work placement requirement which occurs in school time. Missed work must be caught up including assessment tasks for other subjects.
- Due to extended class time, attendance every week is critical to the successful completion of course requirements. The Principal will review past school attendance before endorsement.

See your careers adviser or the eVET Guide for a full list of VET courses available.

A separate Expression of Interest form must be completed and submitted to the careers adviser by the due date.

Students need to follow up with the Careers Advisor for these forms.

Life Skills Courses (as part of a special program of study)

Accessing a Special Program of Study in Stage 6 will, in general, require the completion of at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process, which will occur for both the Preliminary and HSC years.

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

There is **no external examination for any Life Skills courses** but all Life Skills courses count towards the Higher School Certificate and appear on your Record of Achievement. **Life Skills courses do not count in the calculation of an ATAR.**

For more information on Life Skills courses speak with the Learning & Support Team.

School based Apprenticeships & Traineeships (SbATs)

School Based Apprenticeships/Traineeships aim to make Years 11 & 12 work for you by combining employment, qualifications and the HSC. Satisfactory completion of the traineeship provides a minimum of 4 units towards the HSC. The 4 units generally come from 2 units of the appropriate eVET course and 2 units from workplace training and experience.

School Based Traineeships suit any student who is keen to get a head start in an apprenticeship in their preferred industry area. At the end of Year 12 students will not only receive their Higher School Certificate but will have valuable experiences and a qualification.

All successfully completed School Based Traineeships in NSW gain a *Certificate of Proficiency* and *nationally recognised qualification*. The qualification will be recognised by industry under the Australian Qualifications Framework (AQF).

Completing Certificate II means students will have completed a minimum of 240 hrs of formal training in the work place or simulated work place.

Getting Started

Gaining a School Based Apprenticeship/Traineeship follows the same process as securing a part-time job:

- Students and their families need to approach their potential employers with their resume.
- If an employer is interested in employing the young person in a SbAT, the employers contact details should be presented to the careers adviser who will liaise with the DET School Based Apprentice / Traineeship Coordinator and the prospective employer.

School Based Apprenticeship/Traineeships are also available to currently employed school students, who have been employed for less than 12 months on a casual basis.

Student commitment requirements:

- Students must commit to completing a part-time apprenticeship during Years 11 and 12 then full time after completion of the HSC for the remaining term of the apprenticeship.
- Students must attend TAFE to complete Stage 1 of their trade course. This counts as part of the HSC. Students must also complete a minimum of 7 hours work each week which may have to be undertaken on a school day.
- Students must also be prepared to work some days, evenings, weekends and holidays to accumulate the required work placement hours needed for satisfactory completion of the School Based Apprenticeship / Traineeship.
- At the end of Year 12 students commence full time with their employer for the remaining term of your apprenticeship.

Please note: Students are required to attend class and keep up to date with the course work and assessment tasks in all their other HSC courses.

School based Apprenticeships Available

School Based Apprenticeships/Traineeships are available in a wide range of trade areas including:

- Automotive
- Beauty / Hairdressing
- Carpentry and Joinery
- Hospitality
- Electro-technology
- Metals and Engineering
- Marine mechanical
- Locksmithing
- Plumbing

For more information on School Based Apprenticeships see the careers adviser and visit the following website for information on apprenticeships available in NSW <http://www.sbatinnsw.info/apprenticeships.php?apg=available>

The HSC

Teachers are provided with a syllabus package for each course. The packages include the Board of Studies syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

The syllabuses, along with assessment and examination information and a performance scale are used to describe each student's level of achievement and give a clear idea of the standards expected.

The school develops a program to deliver the syllabus and an assessment program – typically 3 tasks in Year 11 and 4 in Year 12 to assess student performance against syllabus outcome. Progress Reports will provide a description of student achievement.

The results from school-based assessment tasks will contribute to 50% of the HSC mark. The remaining 50% of the HSC mark will come from the HSC examination (written, project or performance).

The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. **A mark of 50 will represent the minimum standard expected.** If a student only achieves the minimum standard expected in a course they will receive a mark of 50. There will be **five performance bands above 50** that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 –100 will correspond to the highest level of achievement – Band 6.

On satisfactory completion of the HSC students will receive a portfolio containing:

The HSC Testamur.

The official certificate confirming your achievement of all requirements for the award.

The Record of Achievement.

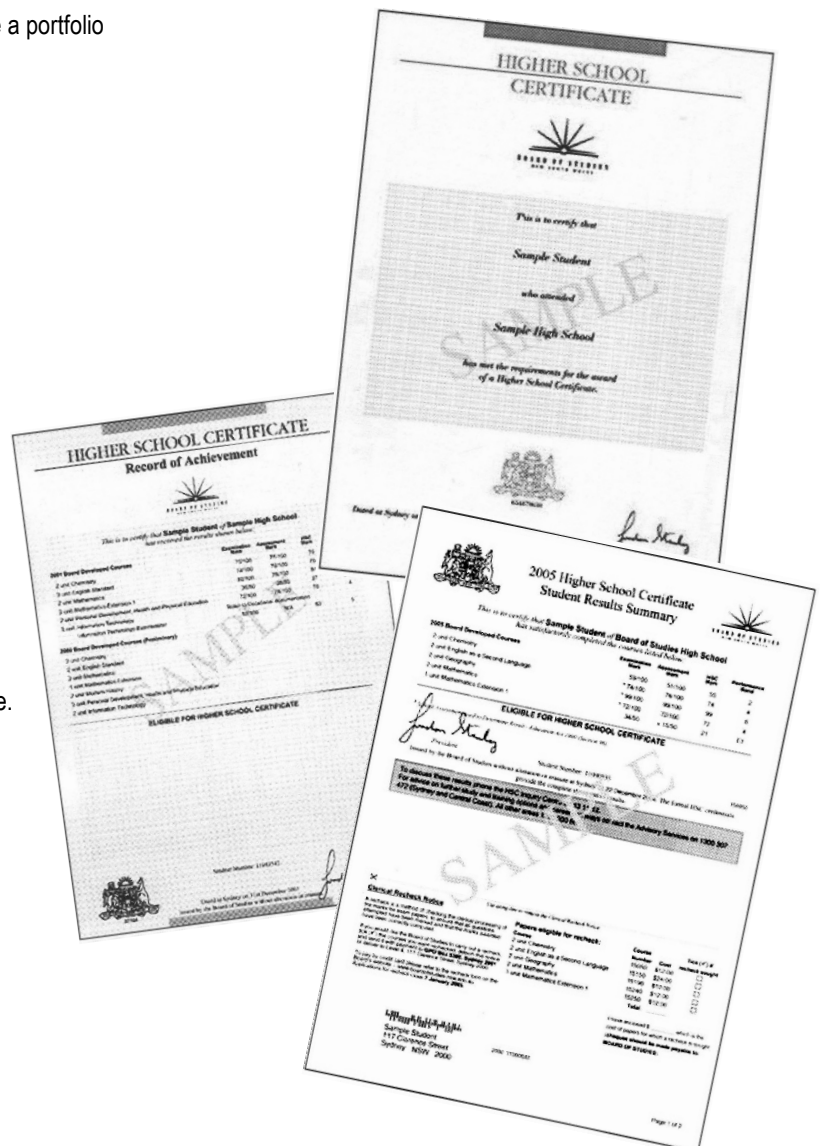
This document lists the courses you have studied and reports the marks and bands you have achieved.

Course Reports.

For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band description for that course. A graph showing the state-wide distribution of marks in the course is also shown.

VET Course Transcripts

You will receive a statement of attainment for each VET course studied. The statement identifies each unit of competency achieved. Where a course is fully completed it may result in a Certificate Credential.



Australian Tertiary Admissions Rank - ATAR



Q T A C

The AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR) is calculated by the universities from information provided by the BOSTES on your HSC results. It is likely students will need ATAR if they are considering applying for a university, Qld TAFE Diploma courses, ADFA or the Police Force after leaving school.



Eligibility for an ATAR.

To be eligible for an ATAR a student must satisfactorily complete at least:

- Ten **Board Developed** units, including
- At least two units of English. Note: The course English Studies does not meet ATAR requirements unless the student sits the optional HSC exam.
- At least eight units must be **Category A** courses.
- At least three Board Developed courses of two units or greater and
- At least four subjects: see (a) below.

Calculation of the ATAR.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed courses comprising:

- your best two units of English; and
- your best eight units from the remaining units.
- **Note: No more than two units of Category B courses will be included.**

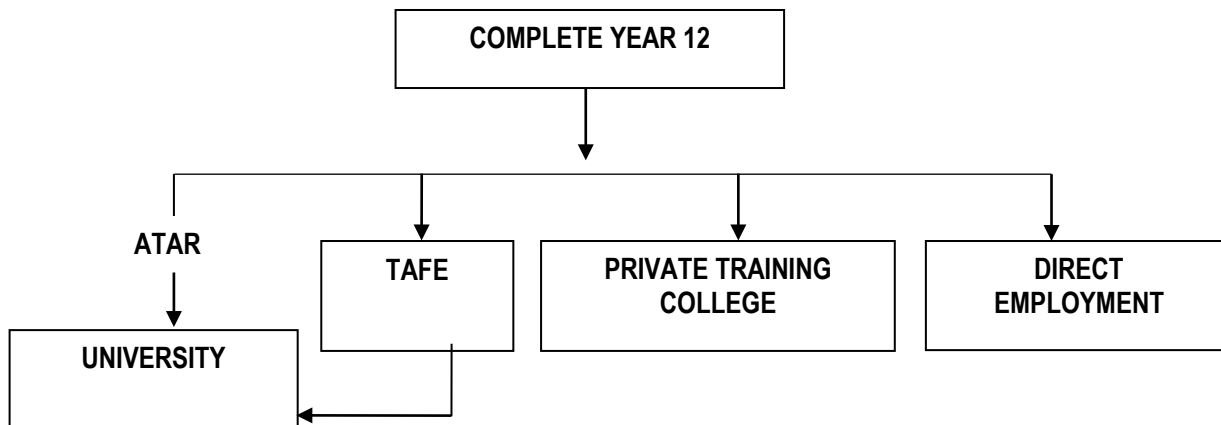


CAREER PLANNING



HSC Course Selection and Planning your Career

Students need to choose combinations of courses, which will best prepare them for entry to their preferred pathways after Year 12. The main pathways after Year 12 are shown in the diagram below.



A student's future pathway depends largely on his/her interests, abilities and career aspirations. This should be reflected in his/her choice of subjects.

Going to a University

Students who intend to pursue this option need to be fully aware of university course entrance requirements.

The following information needs to be researched:

- The broad range of courses offered at university.
- What the Australian Tertiary Admission Rank (ATAR) is and how it is calculated.
- Specific information regarding pre-requisites, assumed knowledge and recommended studies for courses.
- Additional selection criteria for certain courses eg. audition, portfolio, supporting statements, questionnaires, tests and interviews.

Sources of information on university requirements:

1. The Australian Tertiary Admissions Rank 2017 Booklet for Year 10 Students.
2. www.myfuture.edu.au
3. NSW UAC Guide and QLD QTAC Guide.
4. Job Guide www.jobguide.deewr.gov.au
5. Resources in careers office
6. University web sites

www.qtac.edu.au → Schools and institutions → Years 10 and 11 → Tertiary prerequisites → for Year 10 students → 20__

www.uac.edu.au → Undergraduate → publications → undergraduate publications → university entry requirements 20__ → Year 10 Booklets

Going to a TAFE College

TAFE offers vocational (job skills *training*) courses at Certificate I, II, III, & IV, Diploma and Advanced Diploma levels.

Diploma, Advanced Diploma and some Certificate courses require the HSC and in some cases have specified pre-requisites.

For a number of Certificate courses the minimum level of school education required is the Year 10 Record of School Achievement. However many HSC students apply for these courses and often have a competitive edge in gaining entry if particular HSC courses have been studied.

So make your HSC count by planning a HSC pattern of study around your preferred TAFE area of study.

Undertaking a School Based Apprenticeship or Traineeship will greatly enhance your TAFE studies and employment opportunities after leaving school.

HSC / TAFE advanced standing & credit transfer

The TAFE sector regularly reviews HSC course content to establish alignment with TAFE courses. As a result TAFE is able to give credit to students who complete certain courses to a satisfactory level. This HSC credit counts towards a TAFE award and in some cases may provide advanced standing to those students. This means they will then not have to study certain courses or modules in those TAFE courses. Credit Transfer arrangements change regularly as TAFE courses are reviewed. The aim is to reduce course time and costs. Why study work you have already demonstrated you can do?. A better use of your time would be to get the course finished sooner.

For further information about Credit Transfer, students should contact their careers adviser.

Going to TAFE then a University

Students should also know that on successfully completing a TAFE qualification they can progress to higher level courses at TAFE and ultimately into a university course if they so desire. At each new level of study, Advanced Standing can be granted on the basis of courses already completed eg. The TAFE *Diploma in Child Studies* is usually an acceptable qualification for entry to a Bachelor of Education course at university with advanced standing given in some subjects. This pathway of progression to higher levels of qualification is useful for students who miss out on getting into a higher level course directly from school, yet wish to improve their career prospects with higher levels of study.

Sources of information on the TAFE requirements:

1. TAFE Handbooks provide information on all courses offered at TAFE together with admission requirements. See your careers adviser.
2. HSC/TAFE Credit Transfer Guide.
3. Information on Credit Transfer is available on the North Coast Institute of TAFE website.
4. Job Guides
5. Resources in the Careers Advisers office such as university handbooks and guides.
6. www.tafensw.edu.au (NSW TAFE) or www.nci.tafensw.edu.au (North coast Institute of TAFE)

Going to study with Private Providers

Students who complete their HSC studies can elect to undertake vocational training in courses offered by private providers. It is important for students to check directly with these institutions for entrance requirements.

Information on local private providers including *TURSA Employment & Training Inc*, *On Q Group Training*, *Tweed Recruitment* and *Mission Employment* is available from the Careers Adviser.

Going to Direct Employment

Some students return to school with the intention of gaining employment on completion of their HSC or possibly before they complete their HSC.

Certain employers such as the *Australian Defence Forces* have HSC requirements.

Other forms of employment may not require specific HSC subjects or even the HSC itself (eg. Apprenticeships, Traineeships). However a student's chance of gaining employment in many fields will be considerably enhanced if they perform well in related courses at HSC level.

Sources of Information:

1. www.myfuture.edu.au is an Australian career information and exploration service.
2. www.schooltowork.com.au provides updated information on career planning, study choices and jobs.
3. Resources in careers adviser's office.
4. Websites of private providers.
5. University/TAFE Open Days which are listed in regular School Newsletters.



Additional Information - Links

Additional information can be found at the following websites:

NSW Education Standards Authority (NESA)
North Coast Institute of TAFE
TAFE Queensland
Information on credit transfer into TAFE courses
My Future – *Australia's career information & exploration service*
Exploring Career Options
University Guide
University Admissions Centre NSW
University Admissions Centre QLD
Griffith University
Macquarie University
Queensland University of Technology
Central Queensland University (9 campuses Qld, NSW, Vic)
University of the Sunshine Coast
Southern Cross University
University of New South Wales
University of Queensland
University of Sydney
University of Technology (Sydney)
University of New England
Bond University
University of Southern Queensland

www.educationstandards.nsw.edu.au
www.tafensw.edu.au
www.tafeqld.edu.au
www.tafensw.edu.au/enrol/recognition-credit-transfer
www.myfuture.edu.au
www.realgame.com
www.gooduniversitiesguide.com.au
www.uac.edu.au
www.qtac.edu.au
www.griffith.edu.au
www.mq.edu.au
www.qut.edu.au
www.cqu.edu.au
www.usc.edu.au
www.scu.edu.au
www.unsw.edu.au
www.uq.edu.au
www.usyd.edu.au
www.uts.edu.au
www.une.edu.au
www.bond.edu.au
www.usq.edu.au



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA



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CHOOSING YOUR COURSES

| NSW Education Standards Authority



Reading, writing and numeracy — skills for everyday life



The HSC minimum standard has been introduced to ensure students have the reading, writing and numeracy skills needed for everyday life, work and further study.

What this means for students

Students need to meet the HSC minimum standard to receive the HSC. To show they meet this standard, students need to achieve Level 3 in short online reading, writing and numeracy tests. Schools will help students to decide when they are ready to take each test. Students get two chances a year to sit each test, from Year 10 up to five years after starting their first HSC course.

Only students who meet the HSC minimum standard will receive an HSC testamur.

Provisions and exemptions

Students do not need to meet the HSC minimum standard to:

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

Provisions are available for some students with disability. Some students with a disability studying Life Skills courses may also be exempt from meeting the minimum standard to receive their HSC testamur.

Find out more at
educationstandards.nsw.edu.au/HSCminimumstandard



Course Restrictions

Specific HSC Course information
<ol style="list-style-type: none">1. No more than 6 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Physics and Investigating Science in the 12 Preliminary or 10 HSC units.2. For Extension History in Year 12 students must have studied Ancient History, Modern History or both in Yr11. Students may then elect an additional 1 unit Extension History course in Year 12.
GENERAL NOTES
<ol style="list-style-type: none">1. Only ONE course from each of the following subject groups can be selected:<ul style="list-style-type: none">• English -[English Standard or English Advanced• Japanese - Japanese Beginners or Japanese Continuers• Mathematics - Mathematics Standard or Mathematics• Industrial Technology – Timber Industries, Metals, Electronics, Multi Media, Graphics2. A number of subjects include the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology, Dance, Community and Family Studies, Agriculture, Software Design and Development and Society and Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. Students studying Industrial Technology (Electronics Industries; Graphics Industries; Metal and Engineering Industries) are NOT permitted to study courses relating to the Metal and Engineering Curriculum Framework (eVET).3. Students studying Industrial Technology (Electronics Industries) are NOT permitted to study courses relating to the eVET Electro-technology course.4. Students studying Visual Design may NOT study Design Foundation Studies (eVET) concurrently.5. Students studying Exploring Early Childhood may NOT study Children’s Services – Introduction.

Minimum Class Sizes

As students progress through courses, smaller classes can result and that has consequences for staffing. As a result, where classes are small, ie. less than 10 students out of a possible 24, the number of face to face teaching periods may be reduced from the full (2U) 9 period allocation a fortnight. This may occur, at any time during the course as numbers dictate. The minimum number of allocated periods for a Stage 6 HSC course will be 6 periods.

Additional information about courses and the HSC is available on the NESAWebsite: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12>

The pattern of study for a HSC must meet or exceed the following requirements:

Year 11	- Min 6 Units	Board Developed Courses
	- + Min 6 Units	Either Board Developed or Content Endorsed courses
	- NB: Max 6 units of science	
	-	When selecting courses be careful of course exclusions – see top of page on course info sheets
Year 12	- Min 6 Units	Board Developed Courses
	- + Min 4 Units	Either Board Developed or Content Endorsed courses
	- NB: Max 6 units of science	
	-	When selecting courses be careful of course exclusions – see top of page on course info sheets

Most courses require 2 years of study with the exception of:

VET Industry Frameworks
Work Studies
Sport Lifestyle and Recreation
Exploring Early Childhood

Aboriginal Studies

2 units for each of Year 11 and HSC

Course No: 15000
Board Developed Course

Exclusions: Nil

Course Description

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

The **HSC course** provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

Main Topics Covered

Preliminary Course

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

HSC Course

- **Part I – Social Justice and Human Rights Issues** - 50%)
 - A - Global Perspective (20%) Global understanding of human rights and social justice AND
 - B - Comparative Study (30%) A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- **Part II – Case Study of an Aboriginal community for each topic** - 20%
 - **A - Aboriginality and the Land** – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses
- OR
- **B - Heritage and Identity** – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- **Part III – Research and Inquiry Methods – Major Project** - 30%
 - Choice of project topic based on student interest.

Particular Course Requirements

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

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

Agriculture

2 units for each of Year 11 and HSC

Course No: 15010
Board Developed Course

Exclusions: Nil

Course Description

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.

Main Topics Covered

Preliminary Course

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

HSC Course

Core - 80%

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

Elective - 20%

Choose ONE of the following electives to study:

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

Particular Course Requirements

- Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

2023 PRIMARY INDUSTRIES COURSE DESCRIPTOR
AHC30116 Certificate III in Agriculture
Public Schools NSW, Tamworth RTO 90162

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

Course: **Primary Industries**
 Board Developed Course (360 or 300 indicative hours): ie. 240 hrs

2 Preliminary and 2 HSC units in total (4 units (240 hour))
Category B for Australian Tertiary Admission Rank(ATAR)

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 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 AHC30116 Certificate III in Agriculture <https://training.gov.au/Training/Details/AHC30116>

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

Recommended Entry Requirements

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

Agriculture, Horticulture and Conservation and Land Management Training Package (AHC - 7.1) Units of Competency

<p>Core AHCWHS301 Contribute to work health and safety processes AHCWRK309 Apply environmentally sustainable work practices.</p> <p>Electives AHCWRK302 Monitor weather conditions AHCCHM304 Transport and store chemicals AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases AHCMOM202 Operate tractors AHCWRK204 Work effectively in the industry AHCLSK309 Implement animal health control programs AHCLSK301 Administer medication to livestock AHCLSK308 Identify and draft livestock AHCLSK331 Comply with industry animal welfare requirements</p>	<p>AHCINF303 Plan and construct conventional fencing AHCINF302 Plan and construct an electric fence AHCLSK305 Maintain livestock water supplies AHCLSK311 Implement feeding plans for livestock AHCLSK316 Prepare livestock for competition trainer must be qualified to deliver this unit of competency AHCLSK205 Handle livestock using basic techniques</p> <p>A selection of 14 electives will be drawn from this list.</p>
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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

<p>Working within the agricultural industry involves</p> <ul style="list-style-type: none"> • using technologies • creating documents 	<ul style="list-style-type: none"> ▪ teamwork ▪ using equipment/ resources ▪ keeping records
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Examples of occupations in the agricultural industry:

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

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement with (0, 60 hr specialisation study or 35 hours for 120 hr specialisation study). **Amend and change to black. Delete all in red after changing.** Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$150 HSC - \$150
School Specific equipment and associate requirements for students

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

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

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

Ancient History

2 units for each of Year 11 and HSC

Course No: 15020
Board Developed Course

Exclusions: Nil

Course Description

The **Year 11** course provides students with lots of opportunities for practical hands on learning and allows them to apply their understanding of the issues and topics involved in the investigation of the ancient past. Students are able to engage in the study of a range of people, places, events and developments of the ancient world. Students are also given the chance to complete their major project on a topic in Ancient History of their own choosing.

The **Year 12** course enables students to 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 reconstruction and conservation of the past. They also study the key features and sources of ancient Sparta and ancient Rome.

Main Topics Covered

Year 11 Course

The Nature of Ancient History –

- Case Studies: Tutankhamun's Tomb, Ancient Human Remains, Palmyra and the Silk Road
- Features of Ancient Societies: Slavery in Rome and Greece
- Historical investigation – The student's own interest topic allows for the development of relevant investigative, research and presentation skills.

Year 12 Course

- Core Study: The eruption of Vesuvius – Pompeii and Herculaneum
- Ancient Society – Spartan society to the battle of Leuctra
- Personality in their Times: Agrippina the Younger
- Historical Period: the Julio Claudians and the Roman Empire

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

Ancient History Life skills

(NB Conditions apply)

2 units for each of Year 11 and HSC

Course No: 15020
Board Developed Course

Exclusions: Ancient History

Course Description

The Stage 6 Ancient History Life Skills course provides opportunities for students to explore the ancient past and develop an understanding of how people, groups and events have influenced past societies and the world today. The course enables students to participate in historical investigations of ancient societies and/or personalities to develop their knowledge, understanding and skills of historical inquiry. Study of this course should contribute to students' skills in locating, selecting, organising, planning and presenting information within an historical context.

What students learn

The structure of the Ancient History Life Skills Stage 6 course allows for a broad and balanced program that reflects the needs of students within the context of the collaborative curriculum planning process.

The course is organised into topics and case studies:

- Investigating Ancient History
- Palmyra and Tutankhamun
- Features of Ancient Societies
- Historical Investigation
- Cities of Vesuvius – Pompeii and Herculaneum
- Sparta
- Agrippina the Younger
- Julio-Claudian Emperors

Course Requirements

On entering students for the Ancient History Life Skills Stage 6 course, the Principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

Course Fees and Equipment Requirements

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information

Biology

2 units for each of Year 11 and HSC

Course No: 15030
Board Developed Course

Exclusions:

Nil

Course Description

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environment in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues and promotes an appreciation of the diversity of life on the earth and its habitats.

Topics Covered

Preliminary Course

- Cells as the basis of life
- Organisation of living things
- Biological diversity
- Ecosystem dynamics
- One field work exercise must be completed in Year 11

HSC Course

- Heredity
- Genetic change
- Infectious disease
- Non-infectious disease and disorders

Particular Course Requirements

Scientific Investigation:

Scientific investigations include both **practical investigations** and **secondary sourced investigations**. Practical investigations are a mandatory part of both the Year 11 and 12 courses and must occupy a minimum 35 hours of course time, including time allocated to practical investigation depth studies.

Practical Investigations include:

Undertaking laboratory experiments, including the use of appropriate digital technologies
Fieldwork

Secondary source investigations include:

Locating and accessing a wide range of secondary data and/or information
Using and reorganizing secondary data and/or information

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

Business Studies

2 units for each of Year 11 and HSC

Course No: 15040
Board Developed Course

Exclusions: Nil

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.

Preliminary Course

- 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

HSC Course

- 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

Particular Course Requirements

No special requirements

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aid a more comprehensive course delivery.
- The school website should be checked for current course fee information.

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: **Business Services**
 Board Developed Course (240 hour)

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

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162, 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 BSB30120 Certificate III in Business (Release 1) <https://training.gov.au/training/details/bsb30120>.

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 13 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

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

Business Services Training Package (BSB 8.0) Units of Competency

Core		Electives	
BSBCRT311	Apply critical thinking skills in a team environment	BSBTEC202	Use digital technologies to communicate in the work environment
BSBPEF201	Support personal wellbeing in the workplace	BSBTEC303	Create electronic presentation
BSBSUS211	Participate in sustainable work practices	BSBOPS201	Work effectively in business environments
BSBTWK301	Use inclusive work practices	BSBINS302	Organise workplace information
BSBWHS311	Assist with maintaining workplace safety	BSBTEC301	Design and produce business documents
BSBXCM301	Engage in workplace communication	BSBTEC201	Use business software applications
		BSBPEF301	Organise personal work priorities

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

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

- | | |
|--|--|
| <ul style="list-style-type: none"> • working within the business services industry involves customer (client) service ▪ using technology to organise information | <ul style="list-style-type: none"> ▪ creativity ▪ critical thinking ▪ problem solving |
|--|--|

Examples of occupations in the business services industry:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • medical administration • clerical worker | <ul style="list-style-type: none"> • office administration • receptionist | <ul style="list-style-type: none"> • information desk operator • records and information administration |
|---|---|---|

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit 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 - \$50 HSC - \$50

School Specific equipment and associated requirements for students: Access to a laptop and cloud based computing technology.

Refunds

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

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

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

2023 Course Descriptor BSB30120 Certificate III in Business Public Schools NSW, Tamworth RTO 90162 V1.2 Updated March 2022 *Disclaimer: If you require accessible documents, please contact your VET coordinator for support*

Assessment and course completion

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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are required to complete work placement - minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Units x 1 year courses: 35 hours
- 2 Units x 2 years courses: 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination

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

Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://northernsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

Chemistry

2 units for each of Year 11 and HSC

Course No: 15050
Board Developed Course

Exclusions:

Nil

Course Description

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their application to life processes central to human progress and our ability to develop future industries and sustainability.

The course provides the foundation knowledge and skills required to study chemistry after completing school and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials and sustainability issues as they arise.

Topics Covered

Preliminary Course

- Properties and structure of matter
- Introduction to quantitative chemistry
- Reactive chemistry
- Drivers of reactions

HSC Course

- Equilibrium and acid reactions
- Acid/bas reactions
- Organic Chemistry
- Applying chemical ideas

Particular Course Requirements

Scientific Investigation:

Scientific investigations include both **practical investigations** and **secondary sourced investigations**. Practical investigations are a mandatory part of both the Year 11 and 12 courses and must occupy a minimum 35 hours of course time, including time allocated to practical investigation depth studies.

Practical Investigations include:

Undertaking laboratory experiments, including the use of appropriate digital technologies
Fieldwork

Secondary source investigations include:

Locating and accessing a wide range of secondary data and/or information
Using and reorganizing secondary data and/or information

Course Fees and Equipment requirements:

Course fees contribute to the provision of materials which aide a more comprehensive course delivery. The school website should be checked for current course fee information.

Community and Family Studies

2 units for each of Year 11 and HSC

Course No: 11060 & 15060
Board Developed Course

Exclusions: 16697 Community and Family Studies Life Skills (2 units – Preliminary)
16697 Community and Family Studies Life Skills (2 units – HSC)

Course Description

Community and Family Studies Stage 6 syllabus is designed to develop in each student 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 in order to address contemporary issues facing families and communities.

What students learn

Through the study of the Community and Family Studies course, students learn to develop:

- knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
- knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
- knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
- knowledge and understanding about research methodology and skills in researching, analysing and communicating
- skills in the application of management processes to meet the needs of individuals, groups, families and communities
- skills in critical thinking and the ability to take responsible action to promote wellbeing
- an appreciation of the diversity and interdependence of individuals, groups, families and communities.

Preliminary course

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

HSC course

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

HSC modules

Select ONE of the following:

Family and Societal Interactions (25%): Government and community structures that support and protect family members throughout their lifespan

Social Impact of Technology (25%): The impact of evolving technologies on individuals and lifestyle


Individuals and Work (25%): Contemporary issues confronting individuals as they manage roles within both their family and work environments

Course requirements

The Preliminary course consists of three mandatory modules and the indicative course time allocated to their study.

The HSC course consists of three mandatory modules representing 75 per cent of course time. An options component representing 25 per cent of course time includes three modules of which students are to study only one.

Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management

	2023 CONSTRUCTION COURSE DESCRIPTOR CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction Public Schools NSW, Tamworth RTO 90162		
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 Preliminary + 2 HSC units in total . Category B for (ATAR) <i>if the HSC exam is undertaken</i>		
<p>By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of 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 Training and Assessment Strategy (TAS).</p> <p>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.</p>			
<p>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.</p>			
Construction, Plumbing and Services Training Package (CPC 6.6) 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>CPCCV1011 Undertake a basic construction project</p> <p>CPCCOM1015 Carry out measurement and calculations</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>		
Elective Option 2	<p>CPCWF2002 Use wall and floor tiling equipment</p> <p>CPCCM2013 Undertake basic installation of wall tiles</p>		
<p>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.</p>			
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
Pathways to Industry - Skills gained in this course transfer to other occupations			
<ul style="list-style-type: none"> This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. 	<ul style="list-style-type: none"> This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction. 		
<p>Examples of occupations in the construction industry: This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites:</p>			
Carpentry	Joinery	Builder's labourer	Bricklaying
<p>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.</p> <p>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.</p>			
<p>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.</p> <p>Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.</p>			
COURSE COST: Preliminary \$120 HSC - \$120 plus White Card if required - \$100			Refunds
<p>School Specific equipment and associate requirements for students: Work shorts or trousers, Capped work boots, HiVis Shirt, Access to a computer</p>			Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course, CPC20220 Certificate II in Construction Pathways, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships			
<p>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 Construction Public Schools NSW, Tamworth RTO 90162 V1.2 Updated March 2022</p> <p><i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support</i></p>			

Assessment and course completion

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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course **are required to complete work placement** to the minimum hours specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination

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

Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

Creative Arts - Life Skills

(NB: conditions apply)

2 units for each of Year 11 and HSC

Course No: 16650
Board Developed Course

Exclusions:

- Dance, where the equivalent Life Skills module is being undertaken
- Drama, where the equivalent Life Skills module is being undertaken
- Music 1, where the equivalent Life Skills module is being undertaken
- Visual Arts, where the equivalent Life Skills module is being undertaken

Course Description

The Stage 6 Creative Arts Life Skills course focuses on the development of an awareness and understanding of dance, drama, music and visual arts. Students are provided with the opportunity to engage in a selection of study and experiences from a range of artforms to suit their individual needs and interests. Students are offered opportunities for self-expression and personal choice, communication and the sharing of cultural views.

Study of the Stage 6 Creative Arts Life Skills course should contribute to students' appreciation of the arts and their quality and enjoyment of life, as well as assist them to prepare for various post-school opportunities.

Main Topics Covered

The structure of the Creative Arts Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from **one or more of** the following four modules:

- Dance Life Skills - **Course No:** 16652
- Drama Life Skills - **Course No:** 16654
- Music Life Skills - **Course No:** 16656
- Visual Arts Life Skills - **Course No:** 16658

Particular Course Requirements

On entering students for the Creative Arts Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process. **NB** The school requires a signed agreement from parents of students under 18 years.

Assessment

Students are assessed in relation to the selected Creative Arts Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

Dance

2 units for each of Year 11 and HSC

Course No: 15070
Board Developed Course

Exclusions:

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

Preliminary Course

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

Components to be completed are:

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

HSC Course

Students continue common study in the three course components of

- Performance
- Composition
- Appreciation
- undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

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

Particular Course Requirements

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.

The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

Design and Technology

2 units for each of Year 11 and HSC

Course No: 15080
Board Developed Course

Exclusions: Nil

Course Description

Student will study the concepts and processes used to design and produce systems, products and environments that affect the daily lives of every individual. Students investigate both design theory and practice; design processes, environmental and social issues, communication methods, research methodologies, a range of technologies, and the use and manipulation of materials in real world settings. They will safely use a range of tools and techniques through hands-on practical activities to manipulate materials to support the development of their knowledge and skills in designing and producing. The course caters to students who are interested in STEM (Science, Technology, Engineering and Mathematics) related projects permitting in depth investigation and problem solving leading to quality practical solutions to existing problems.

The course provides a wide range of knowledge and skills relevant to the study of design, engineering and manufacturing after completing school and supports participation in a range of careers in the design, engineering and manufacturing industries including fashion, transport, civil infrastructure, biosecurity and biomedical sectors. It is an exciting area of study which explores new and emerging technologies, new materials and new uses for existing materials which contribute to improving the way of life of every person and the sustainability of the planet. Design and Technology develops systematic thinkers and problem solvers, prepared to tackle the big issues facing our planet, through innovation and the exploration of new materials and processes to address moral imperatives such as the sustainability and well being of human society and its environment.

Main Topics Covered

Preliminary Course

Includes the study of:

- design theory and practice through personal creativity, collaborative design, project analysis, marketing, research and evaluation
- design processes and the factors affecting designing and producing,
- design and production processes including a range of technologies used in industrial and commercial settings,
- environmental and social issues,
- management of time and resources,
- communication,
- manufacturing and production including the use of computer-based technologies and the safe manipulation of materials, tools and techniques

HSC Course

Includes the study of:

- innovation and emerging technologies and their impact on society and the environment
- the application of designing and producing skills developed in the Preliminary Course to an interest project

Particular Course Requirements / Assessment

In the **Preliminary course**, students must participate in:

- a minimum of two design projects which emphasise different skills and knowledge and includes folio of evidence produces using a range of appropriate media.
- the activities to investigate a wide range of design fields in commercial and industrial settings and their common processes

In the **HSC course** students must:

- development and produce a **Major Design Project and folio - 60%** (externally marked by NESAs)
- study the processes and impacts of designing and producing in real world settings.
- present an **Case Study** on an innovation or an emerging technology, including the need for it, the development and impact it has or is expected to have on society here and abroad - **20%** (internally marked)

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.
- Major Project materials costs vary widely and are therefore the responsibility of the individual student.

Drama

2 units for each of Year 11 and HSC

Course No: 15090
Board Developed Course

Exclusions:

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

Course Description

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

Preliminary Course

Content comprises an interaction between the components of Improvisation, Playbuilding, Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

HSC Course

Content comprises Australian Drama and Theatre and Studies in Drama and Theatre. It involves the theoretical study through practical exploration of themes, issues, styles and movements in the traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the Individual Project, students demonstrate their expertise in a particular area.

They choose one project from:

- Critical Analysis **or** Design **or** Performance **or** Script-writing **or** Video Drama.

Main Topics Covered

Preliminary Course

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

HSC Course

- Australian Drama and Theatre (Core content)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project

Particular Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list.

This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

Economics

2 units for each of Year 11 and HSC

Course No: 15110
Board Developed Course

Exclusions: Nil

Course Description

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

Main Topics Covered

Preliminary Course

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

HSC Course

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

Particular Course Requirements

- No special requirements

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

English... "Which course is right for me?"

English is the only compulsory course of study for the HSC, so you will be studying English for the next two years of Stage 6. It is important that you choose the course that best suits you and your aspirations after school.

Use this sheet to answer the following questions for yourself as honestly as you can. The answers will help guide your decision as to which English course you should undertake for the coming two years. Do not make a rushed decision and do not choose on the basis of what your friends are choosing. Always choose the right course for you.

Should I choose **ENGLISH STUDIES**?

- I am very good at other subjects, but I would not put English in my top 3 subjects
- I would prefer to devote my time and effort more to other subjects and complete an English course with reasonable expectations on my time.
- I understand that if I am planning on tertiary study English Studies will not be the best course for me.
- I understand that English Studies requires commitment and that all mandatory class work and assessment tasks must be completed.
- I have vocational aspirations – I know what I want to do when I leave school and it does not involve going to university.

Should I choose **ENGLISH STANDARD**?

- I have performed satisfactorily in Year 10 English
- I am planning to go to university OR I might decide to go to university. Im not sure.
- I am not keen on Shakespeare, I prefer more modern texts
- I need assistance in developing my extended writing
- I know that speaking tasks and multi modal tasks are requirements of Stage 6 English
- I am prepared for homework and independent study
- I am a committed student

Should I choose **ENGLISH ADVANCED**?

- I have a love for English
- I am absolutely aiming to go to university straight from school.
- My Year 10 English teacher believes I can cope with the demands of this course
- Shakespeare is compulsory – Yippee!
- I am a skilled writer who is willing to devote time to develop this skill further
- I am a confident speaker who enjoys the challenge of public speaking
- I like to think critically and express my individual ideas
- I am a keen reader, read widely across genres and enjoy the classics
- I am motivated and organized and understand I am going to have to complete homework and independent research regularly
- I would like to do Extension 1 and/or Extension 2 English

Should I do **EXTENSION ENGLISH**?

- I have selected Advanced English
- I am a skilled writer who is keen to continue to develop in this area
- I am self-motivated and have well developed organisational skills
- I am prepared to work independently and am a keen reader of a variety of texts
- I would like to select Extension 2 English in Year 12.

English (Standard)

2 units (inclusive of Year 11 and 12)

Course No: 15130
Board Developed Course

Exclusions:

- English (Advanced);
- English (ESL);
- English (Extension)

Course Description

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. Students learn to respond to and compose a wide variety of texts in a range of situations to be effective, creative and confident communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability.

Main Topics Covered

Year 11 Course

Students will complete the

- Common Module “Reading to Write: Transition to Senior English”
- Module A: Contemporary Possibilities
- Module B: Close Study of Literature

Year 12 Course

Students will complete the:

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

Particular Course Requirements

Year 11 English (Standard) Course students are required to:

- study one complex, multimodal or digital text in Module A.
- study one substantial literary print text in Module B.
- explore a range of texts drawn from prose fiction, drama, poetry, nonfiction, media and digital texts
- support the study of texts with their own wide reading

Year 12 English (Standard) Course students are required to:

- satisfactorily, complete the Year 11 course as a prerequisite
- closely study three types of prescribed texts, one drawn from each of the following categories: prose fiction OR print nonfiction, poetry OR drama, film OR media
- study one related text in the Common Module: Texts and Human Experiences.

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

English (Advanced)

2 units (inclusive of Year 11 and 12)

Course No: 15140
Board Developed Course

Exclusions:

- English (Standard);
- English (ESL) – Dist Ed option only

Course Description

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

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Through their study of English students can become critical thinkers, and articulate and creative communicators. They extend and deepen their ability to use language in subtle, nuanced, inventive and complex ways to express experiences, ideas and emotions. They refine their understanding of the dynamic relationship between language, texts and meaning.

Main Topics Covered

Year 11 Course

- Common module: Reading to Write
- Module A: Narratives that Shape our World
- Module B: Critical Study of Literature.

Year 12 Course

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

Particular Course Requirements

Year 11 English (Advanced) Course students are required to:

- explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, media and digital texts
- support the study of texts with their own wide reading.

Year 12 English (Advanced) Course students are required to:

- satisfactorily complete the Year 11 course as a prerequisite
- closely study four prescribed texts, one drawn from each of the following categories: Shakespearean drama, prose fiction **OR** print non-fiction, poetry **OR** drama
- the remaining text may be film, media or digital texts, or may be selected from one of the categories above
- study one related text in the Common Module – Texts and Human Experiences

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

English Extension (Year 11), English Extension 1 or 2 (Year 12)

Ext 1 - 1 unit of study for each of Year 11 and HSC
Ext 2 - 1 unit of study for the HSC

Course No: HSC English Extension 1 – 15160
Course No: HSC English Extension 2 – 15170
Board Developed Courses

Prerequisites:

- English (Advanced)
- Year 11 English Extension 1 is a prerequisite for HSC English Extension 1
- English Extension 1 is a prerequisite for English Extension 2

Exclusions:

- English (Standard);
- English Studies
- English (ESL) – external study option only

Course Description

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualization and seek the opportunity to work in increasingly independent ways.

Main Topics Covered

Year 11 English (Extension) Course:

- Common Module: Texts, Culture and Value

Year 12 English Extension Course 1

Students must complete two modules

- Common Module: Literary Worlds
- Elective Module

HSC English Extension Course 2

Students complete:

- A Major Work and Reflection Statement.

Particular Course Requirements

Year 11 English (Extension) Course students are required to

- Undertake the common module
- Undertake the related independent research project
- Select one text from the past and its manifestations in one or more recent cultures
- Research a range of texts as part of their independent project

Year 12 English Extension Course 1 - Year 11 course is a prerequisite

Students are required to:

- Undertake the common module and one elective module
- Study at least three texts from the prescribed texts list for the elective module, including at least two extended print texts
- Study at least two related texts

HSC English Extension Course 2

- Requires students to be undertaking HSC Extension 1
- Completion of a Major Work and Reflection statement
- Undertake extensive investigation involving a range of texts during the composition process and document this in their Major Work Journal

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

English Studies

2 units (inclusive of Year 11 and 12)

Course No: 30100

Content Endorsed Course

NB: Counts as HSC Requirement

ATAR eligibility when sitting the Exam

Exclusions:

- English (Standard);
- English (Advanced);
- English (ESL);
- English (Extension)

Course Entry Guidelines

This course is designed to meet the specific needs of students who are seeking an alternative to the English (Standard) course and who **intend to proceed from school directly into employment or vocational training.**

Students considering choosing the course should be advised that this course has an **OPTIONAL HSC examination.**

Satisfactory completion of *English Studies* will fulfil English pattern-of-study requirements for the Higher School Certificate.

English Studies will also count towards the six units of Board Developed Courses required for the award of the Higher School Certificate.

Students who complete the course AND SIT THE EXAM are eligible for the calculation of an Australian Tertiary Admission rank (ATAR).

Course Description

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

Main Topics Covered

Year 11 Course:

- The module 'Achieving through English – English in education, work and community is mandatory in the Preliminary course.
- Students will study a total of 3-5 modules (including the mandatory module)
-

Year 12 Course:

- The common module Texts and Human Experiences is mandatory in the HSC course.
- Students will study a total of 2-4 different modules (including the mandatory module)
- The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.
- Schools may develop and offer one 20-hour module of their own design for the Preliminary year. Staff will advise about this option.

Particular Course Requirements

In each of the **Year 11** and **Year 12** courses students are required to:

- read, view, listen to and compose a wide range of texts, including print texts and multimodal texts
- undertake study of at least one substantial print text and at least one substantial multimodal text
- be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year
- **To have this course contribute to the ATAR students must sit the optional HSC written examination.**

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

English as an Additional Language or Dialect (EAL/D)

(NB: only through external delivery – conditions apply)

2 units (inclusive of Year 11 and 12)

Course No: 15150
Board Developed Course

Exclusions:

- English (Studies)
- English Standard
- English (Advanced)
- English (Extension)

Eligibility rules apply. The course may be studied by any student who has been educated overseas or in an Australian educational institution with English as the language of instruction **for five years or less** prior to commencing the Preliminary course.

Course Description

The English EAL/D course is designed for students to become proficient in English to enhance their personal, educational, social and vocational lives. The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, speaking, listening, viewing and representing. Students engage with texts that include widely acknowledged quality literature from the past and contemporary Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts.

Students are provided with opportunities to develop and refine skills in spoken and written English.

Main Topics Covered

Year 11 Course – The course has two sections:

Students will complete:

- Module A: Language and Texts in Context
- Module B: Close Study of Text
- Module C: Texts and Society
- Optional teacher-developed module

Year 12 Course – The course has two sections:

Students will complete:

- Module A: Texts and Human experiences
- Module B: Language, Identity and Culture
- Module C: Close Study of Text

Focus on Writing (studied concurrently with the above modules)

Particular Course Requirements

Year 11 English EAL/D students are required to:

- engage in regular wide reading connected to, and described in each of the modules
- engage in speaking and listening components in each module

Across Stage 6 the selection of texts **must** give students experience of the following:

- 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
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Course Fees and Equipment requirements:

- Approx \$90 – exact fee to be advised upon application to the Open High School

English - Life Skills

(NB: conditions apply)

2 units (inclusive of Year 11 and 12)

Course No: 16600
Board Developed Course

Exclusions:

- English (Standard),
- English (Advanced),
- English as a Second Language,
- English Studies,
- English Extension

Course Description

The Stage 6 English Life Skills course focuses on the development of effective communication and literacy skills that will enhance the participation of students in all aspects of post-school life.

The course emphasises the ability to initiate interactions and to respond appropriately to others in a variety of situations. This can provide opportunities for students to expand their understanding of the cultural, social and emotional aspects of verbal communication. The course focuses on reading, comprehending, interpreting and responding to a variety of texts. It also provides opportunities for students to develop their written communication skills and skills in, and understanding about, viewing a wide range of visual material.

Study in the Stage 6 English Life Skills course should enable students to access information, engage in a range of recreational and leisure activities and undertake further education, training and employment.

Main Topics Covered

The structure of the English Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Communication:
- Speaking
- Listening
- Reading
- Writing
- Viewing

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students' priorities, needs and interests.

Particular Course Requirements

On entering students for the English Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

NB: School requires an interview and a signed parent agreement is required for students under 18 years prior to course commencement.

Assessment

Students are assessed in relation to the selected English Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

Engineering Studies

2 units for each of Year 11 and HSC

Course No: 15120
Board Developed Course

Exclusions: Nil

Course Description:

Both Preliminary and HSC courses offer students, knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering. The course fills key components of STEM by bringing together Science, Technology, Engineering and Mathematics to investigate practical issues related to everyday life and the world in which we live.

The course provides foundation knowledge and skills across a range of engineering strands which lead into the study engineering after completing school and supports participation in a range of careers in engineering, industrial design and related industries. It presents the practical application of essential knowledge from a scientific basis that addresses the current and future development and maintenance of structures and systems which make up our built environment, transport, communication and energy needs and uses, the development and use of new materials and processes and global sustainability issues as they arise.

Main Topics Covered

Preliminary Course

Students undertake the study of 4 compulsory modules:

- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories:
- engineering fundamentals,
- engineering products and
- braking systems
- one focus module relating to the field of Biomedical engineering.

HSC Course

Students undertake the study of 4 compulsory modules:

- two application modules relating to the fields of
- Civil structures and
- Personal and public transport
- two focus modules relating to the fields of
- Aeronautical Engineering and
- Telecommunications Engineering.

Particular Course Requirements

- Engineering Report
- Preliminary Course

Students are required to produce **a component of an engineering report** in:

- Engineering application Module 3, Braking systems,
and then complete a full engineering report in:
- Engineering focus Module 4, Biomedical engineering.

HSC Course

Students are required to produce **one engineering report** from either of the two engineering application modules, and **one** from either of the two engineering focus modules.

NB: One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

Food Technology

2 units for each of Year 11 and HSC

Course No: 15180
Board Developed Course

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Preliminary Course

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

HSC Course

- The Australian Food Industry - 25%
- Food Manufacture - 25%
- Food Product Development - 25%
- Contemporary Nutrition Issues - 25%

Particular Course Requirements

In order to meet course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.


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

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

SIT20316 Certificate II in Hospitality (Release 2)
Statement of Attainment towards SIT20316 Certificate II in Hospitality (Release 2)

Hospitality

	2023 HOSPITALITY COURSE DESCRIPTOR SIT20316 Certificate II in Hospitality Public Schools NSW, Tamworth RTO 90162
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 Preliminary and 2 HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
<p>By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 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</p> <p>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.</p>	
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.	
Tourism, Travel and Hospitality Training Package (SIT 1.2) 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 Refer to the TAS
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 <ul style="list-style-type: none"> ▪ organising information and records in both paper and electronic forms ▪ customer (client) service 	<ul style="list-style-type: none"> ▪ teamwork ▪ using technologies ▪ creating documents
Examples of occupations in the hospitality industry: <ul style="list-style-type: none"> <li style="width: 33%;">• café attendant <li style="width: 33%;">• catering assistant <li style="width: 33%;">• food and beverage attendant 	
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.	
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.	
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.	
Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.	
Course Cost: Preliminary - \$160 HSC - \$160 School Specific equipment and associate requirements for students: uniform – ordered through the school	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships	
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	
2023 Course Descriptor SIT20316 Certificate II in Hospitality Public Schools NSW, Tamworth RTO 90162 V1.2 Updated March 2022	

Assessment and course completion

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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Units x 2 years courses: 70 hours

Optional HSC examination

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

Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

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 – Kitchen operations
 Board Developed Course (240 hour)

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

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20416 Certificate II in Kitchen Operations (Release 1) <https://training.gov.au/Training/Details/SIT20416>

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

Recommended Entry Requirements

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

Tourism, Travel and Hospitality Training Package (SIT 1.2) Units of Competency

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

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

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

- | | |
|--|--|
| Working within the hospitality industry involves | <ul style="list-style-type: none"> ▪ teamwork ▪ using technologies ▪ creating documents |
| <ul style="list-style-type: none"> ▪ organising information and records in both paper and electronic forms ▪ customer (client) service | |

Examples of occupations in the hospitality (kitchen operations) industry:

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

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$180 HSC - \$180

School Specific equipment: uniform consisting of black pants, black shirt, waiters apron, closed in leather shoes and hat – ordered through the school,

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>

HSC History Extension

1 unit HSC

Course No: 15280
Board Developed Course

Exclusions: Nil

This course provides students with opportunities to examine the way history is constructed and the role of history in creating 'versions' of events. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

The course comprises two sections:

Constructing History (Minimum 40 indicative hours)

- Key questions:
- Who are the historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?
- Case studies
- Students develop their understanding of significant historiographical ideas and methodologies by exploring the history of the Witch trials learning skills that are key to Higher Education, with reference to three identified areas of debate and the key questions.

History Project

- Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

Particular Course Requirements

The Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

HSC Science Extension

1 unit HSC

Course No.: 15345
Board Developed Course

Exclusions: Nil

Course Description

Science Extension is designed for students with an interest in scientific research. The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level, and to engage in new and emerging industries.

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

Through designing and conducting their own scientific research, initially using small datasets, students deepen and build upon their understanding of analysing and interpreting data. They are provided with opportunities to refine and extend their skills of Working Scientifically by applying these interrelated processes to contemporary authentic scientific research reflecting the skills used by practising research scientists. Students gather, examine, model and critically assess evidence that is informed by analysis of primary and secondary-sourced data and examining this data in relation to relevant publicly available data sets.

Topics Covered

- 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

Particular Course Requirements

Prerequisite courses for entry into Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Industrial Technology

2 units for each of Year 11 and HSC

Course No: 15200
Board Developed Course

Exclusions:

Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Course Description

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the **one focus area chosen** for the course.

The Focus Areas offered at Tweed River HS include:

- Timber Products and Furniture Technologies.
- Multimedia Technologies;
- Electronics Technologies;
- Metal and Engineering Technologies; (Exclusion on VET Metals and Engineering)
- Graphics Technologies;

Main Topics Covered

Preliminary Course

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

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

HSC Course

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

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

Particular Course Requirements

In the Preliminary course, students must design, develop and construct a 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.

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.
- Major Project materials costs vary widely and are therefore the responsibility of the individual student.

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

Course: **Information and Digital Technology**
 Board Developed Course (240 hour)

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

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information Technology <https://training.gov.au/Training/Details/ICT30120>

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

Recommended Entry Requirements

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

Units of Competency

Core

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

Electives

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

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

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

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

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

Examples of occupations in the Information Technology industry

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

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$50 HSC - \$50

School Specific equipment and associated requirements for students: access to a laptop computer.

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>

Assessment and course completion

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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are required to complete mandatory work placement.

Optional HSC examination

Students completing this course are not eligible to the HSC examination. Stage 6 VET Board Endorsed courses (VET BECs) count as Board Endorsed unit credit for the HSC but do not contribute towards the ATAR.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

Information Processes and Technology

2 units for each of Year 11 and HSC

Course No: 15210
Board Developed Course

Exclusions:

Computing Applications CEC

Course Description

Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied.

Through project work, students will create their own information system to meet an identified need.

Main Topics Covered

Preliminary Course

- Introduction to Information Skills and Systems (20%)
- Tools for Information Processes (50%)
- Developing Information Systems (30%)

HSC Course

- Project Management (20%)
- Information Systems and Databases (20%) Communication Systems (20%)
- Option Strands (40%) – Students will **select TWO** of the following options:
- Transaction Processing Systems;
- Decision Support Systems;
- Automated Manufacturing Systems;
- Multimedia Systems.

Particular Course Requirements

There is no prerequisite study for the Preliminary course. The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

Legal Studies

2 units for each of Year 11 and HSC

Course No: 15220
Board Developed Course

Exclusions: Nil

Course Description

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

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

Preliminary Course

Part I – The Legal System (40% of course time)

Part II – The Individual and the Law (30% of course time)

Part III – The Law in Practice (30% of course time)

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

HSC Course

Core Part I: Crime (30% of course time)

Core Part II: Human Rights (20% of course time)

Part III: Two options (50% of course time) chosen from:

Consumers

Global environment and protection

Family

Indigenous peoples

Shelter

Workplace

World order.

Each topic's **themes and challenges** should be integrated into the study of the topic.

Particular Course Requirements

No special requirements

Course Fees and Equipment requirements:

Course fees contribute to the provision of materials which aide a more comprehensive course delivery.

The school website should be checked for current course fee information.



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

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

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

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways <https://training.gov.au/Training/Details/MEM10119> and <https://training.gov.au/Training/Details/MEM20413> as outlined in the TAS.

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

Recommended Entry Requirements

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

Manufacturing and Engineering Training Package (MEM 2.1) Units of Competency

Core

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

Refer to the TAS for the qualification packaging rules.

Electives:

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

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

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

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

Examples of occupations in the Manufacturing and Engineering industry:

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

Mandatory HSC Course Requirements

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

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$120 HSC - \$120

Capped work boots, Long sleeved Hi Vis shirt.

Refunds

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

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

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

2023 Course Descriptor MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways
Public Schools NSW, Tamworth RTO 90162 V1.2 Updated March 2022

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

Assessment and course completion

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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Units x 1 year courses: 35 hours
- 2 Units x 2 years courses: 70 hours

Optional HSC examination

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

Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Employability skills:

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au/>

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

Marine Studies

2 units Year 11 and HSC

Course No.: 33503
Content Endorsed Course

Exclusions: Nil

Course Description

The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.

The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty-first century.

Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students acquire skills to solve real-life problems.

Through Marine Studies students will develop:

- knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- knowledge, understanding and skills in safe practices in the marine context.

Particular Course Requirements

Must be able to swim 200m (any stroke, no time limit)

Course fees and Equipment requirements:

Course fees contribute to the provision of materials which aide a more comprehensive course delivery. The school website should be checked for current course fee information.

Mathematics Standard / Mathematics Standard 2 – ATAR Pathway

2 units Year 11 (Board Developed Course*)
2 units HSC (Board Developed Course*)

Course No: 11235 Year 11 Mathematics Standard
Course No: 15235 HSC Mathematics Standard 2
Board Developed Course

*BDC – Board Developed Course

**CEC – Content Endorsed Course (HSC CECs are not examined at the HSC)

Prerequisites:

It is assumed that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2002) up to, and including, the content and outcomes of Stage 5.1.

For study the HSC Mathematics Standard 2 course, it is recommended that at least some of the Stage 5.2 content, particularly the *Patterns and Algebra topics and Trigonometry*, has been studied, if not all the content of that course.

Exclusions:

Any other Stage 6 mathematics course

Course Description

The Preliminary Mathematics Standard course and the HSC Mathematics Standard 2 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics Standard course content is written in five Strands and two Focus Studies. The HSC Mathematics Standard 2 course content is written in the same five Strands and includes a further two Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

The Preliminary Mathematics Standard course is the same preliminary course that forms part of the Preliminary Mathematics Standard/HSC Mathematics Standard 1 pathway. The Preliminary Mathematics Standard/HSC Mathematics Standard 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.

Main Topics Covered

Preliminary Course

- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Communication
- Focus Study: Mathematics and Driving

HSC Mathematics Standard 2 Course

- Strand: Financial Mathematics Strand: Data and Statistics
- Strand: Measurement Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Health
- Focus Study: Mathematics and Resources

Course Fees and Equipment requirements:

- Approved Calculator
- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

Mathematics Advanced

2 units Year 11 **Board Developed Course**.
2 units Year 12 (HSC) **Board Developed Course**.

Course No: 11255
Course No: 15255

Prerequisites:

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

- Non-linear relationships
- Properties of Geometrical Shapes.

Exclusions:

Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

Course Description

- The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- 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.
- All students studying the Mathematics Advanced course will sit for an HSC examination.

The study of Mathematics Advanced 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 models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Content

The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are:

Year 11

Topic: Functions

- Working with Functions

Topic: Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

Topic: Calculus

- Introduction to Differentiation

Topic: Exponential and Logarithmic Functions

- Logarithms and Exponentials

Topic: Statistical Analysis

- Probability and Discrete Probability Distributions

Year 12

Topic: Functions

- Graphing Techniques

Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

Topic: Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

Topic: Financial Mathematics

- Modelling Financial Situations

Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
Random Variables

Mathematics Extension 1

1 unit Year 11 **Board Developed Course**.
1 unit Year 12 (HSC) **Board Developed Course**.

Course No: 11250
Course No: 15250

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
- Circle Geometry.

Exclusions:

Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

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 Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- 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
- 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.

Content

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics. The Topics and Subtopics are:

Year 11

Topic: Functions

- Further Work with Functions
- Polynomials

Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Topic: Calculus

- Rates of Change

Topic: Combinatorics

- Working with Combinatorics

Year 12

Topic: Proof

- Proof by Mathematical Induction

Topic: Vectors

- Introduction to Vectors

Topic: Trigonometric Functions

- Trigonometric Equations

Topic: Calculus

- Further Calculus Skills
- Applications of Calculus

Topic: Statistical Analysis

- The Binomial Distribution

Mathematics Extension 2

1 unit Year 12 (HSC) **Board Developed Course**

Course No: 15260

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 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

Course Description

- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.
- The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.
- All students studying the Mathematics Extension 2 course will sit for an HSC examination.

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

Content

The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:

Year 12

Topic: Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

Topic: Vectors

- Further Work with Vectors

Topic: Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

Topic: Calculus

- Further Integration

Topic: Mechanics

- Applications of Calculus to Mechanics

Mathematics – Life Skills

(NB: Conditions apply)

2 units each for the Year 11 and HSC

Course No: 16610
Board Developed Course

Exclusions:

- Mathematics Standard,
- Mathematics,
- Mathematics Extension

Course Description

The Stage 6 Mathematics Life Skills course focuses on the development of students' ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school life.

The course emphasises the application of mathematical operations to practical situations and the development of problem-solving in real-life situations. Students have the opportunity to develop their practical skills in operations and calculations with money as well as the management of their personal finances. They can develop the capacity to manage personal time and schedule activities. The course also provides students with the opportunity to develop skills in the use of measurement tools and units in a range of situations.

Study in the Stage 6 Mathematics Life Skills course should enhance students' access to community living, further education, training and employment.

Main Topics Covered

The structure of the Mathematics Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Numeration
- Operations
- Time
- Space
- Money
- Measurement.

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students' priorities, needs and interests.

Particular Course Requirements

On entering students for the Mathematics Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process. **NB** The school requires an interview and signed agreement from parents of students under 18 years prior to course commencement.

Assessment

Students are assessed in relation to the selected Mathematics Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.

Course Fees and Equipment requirements:

- Approved calculator
- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.
-

Modern History

2 units for each of Year 11 and HSC

Course No: 15270
Board Developed Course

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 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.

Content

Year 11

The Year 11 course comprises three sections:

- 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 histories
- Historical Investigation (20 indicative hours)
- The Shaping 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 Year 11.

Year 12

The Year 12 course comprises four sections:

- 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 Year 11.

Course Fees and Equipment requirements:

Course fees contribute to the provision of materials which aide a more comprehensive course delivery. The school website should be checked for current course fee information.

Modern History Life Skills

(NB conditions apply)

2 units for each of Year 11 and HSC

Course No: 15270
Board Developed Course

Exclusions: Modern History

Course description

The Modern History Life Skills Stage 6 course aligns with the rationale, aim and objectives of the Modern History Stage 6 course. The Life Skills content has been developed from the Modern History syllabus to provide opportunities for integrated delivery.

The Modern History Life Skills Stage 6 course provides opportunities for students to explore the forces that have shaped the modern world. Students explore key events, developments, movements, individuals and groups of the recent past to develop an understanding of how these have impacted our world. Students are also provided with opportunities to participate in historical investigations to develop their knowledge, understanding and skills of historical inquiry.

Study in the Modern History Life Skills Stage 6 course contributes to students skills in locating, selecting, organising, planning and presenting information within an historical context.

What students learn

The structure of the Modern History Life Skills Stage 6 course allows for a broad and balanced program that reflects the needs of students within the context of the collaborative curriculum planning process.

The course is organised into topics and case studies:

- Investigating Modern History/The Nature of Modern History
- Case Studies
- Historical Investigation
- The Shaping of the Modern World 1919 – 1946
- Power and Authority in the Modern World
- National Studies
- Peace and Conflict
- Change in the Modern World

The topics and case studies provide possible frameworks for addressing the Modern History Life Skills Stage 6 outcomes and content, and are suggestions only. The course provides flexibility to develop programs appropriate to the needs, strengths, goals, interests and prior learning of students.

Course Requirements

On entering students for the Modern History Life Skills Stage 6 course the Principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

Music 1

2 units for each of Year 11 and HSC

Course No: 15290
Board Developed Course

Exclusions:

- Music 2

Course Description

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of:

- performance,
- composition,
- musicology and
- aural within the context of a range of styles, periods and genres.

Main Topics Covered

Students study three topics in each year of the course.

Topics are chosen from a list of 21 which covers a range of styles, periods and genres.

Particular Course Requirements

HSC course

In addition to core studies in:

- performance,
- composition,
- musicology and
- aural,

Students select **three** electives from any combination of:

- performance,
- composition and
- musicology.

These electives must represent **each** of the three topics studied in the course.

NB: 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.**

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

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: **Music Industry**
 Board Endorsed Course (240 hour)

2 Preliminary and HSC units in total
Does not contribute towards Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 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 CUA30920 Certificate III Music <https://training.gov.au/Training/Details/CUA30920>

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

Creative Arts and Culture Training Package (CUA 5.1) Units of Competency

Core

- CUACMP31 Implement copyright arrangements
- CUAIND313 Work effectively in the music industry
- CUAIND314 Plan a career in the creative arts industry

Electives

- CUAMCP311 Create simple musical compositions
- CUAMCP313 Create simple musical pieces using music technology
- CUAMPF312 Prepare for musical performances
- CUAMPF313 Contribute to backup accompaniment as part of a group
- CUAMPF314 Make music demos
- CUAMPF315 Develop and perform musical improvisation
- CUASOU331 Undertake live audio operations
- CUAMLT302 Apply knowledge of style and genre to music industry practice

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 music industry involves the ability to play a musical instrument, sing, write and or play music. The ability to lift, carry and move music production equipment is necessary as well as the technical ability and intermediate computer skills to use a variety of specific software and hardware

Examples of occupations in the music industry:

- Musical performer
- Advertising
- Session musician
- Recording technician
- Music Therapy
- Song writer/ composer
- MIDI programmer
- Recording studio team member
- Music publishing

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work. There is no mandatory work placement in this course. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

There is no HSC exam in this subject

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 - \$80 HSC - \$80

**School Specific equipment and associate requirements for students:
 Access to a laptop computer**

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>

Outdoor Recreation

2 units for each of Year 11 and HSC

Course No: 43441
Board Endorsed Course

	2023 OUTDOOR RECREATION COURSE DESCRIPTION SIS20419 Statement of attainment towards Certificate II in Outdoor Recreation Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.	
Course: Outdoor Recreation Board Endorsed Course 43441 — Outdoor Recreation (180 indicative hours)	3 Preliminary and/or HSC units in total; Does not contribute towards Australian Tertiary Admission Rank	
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. Partial completion will lead to a statement of attainment towards the qualification.		
SIS Sports, Fitness and Recreation (version 4) Units of Competency 4 x Core (55hr) SISOFLD001 Assist in conducting recreation sessions SISOFLD002 Minimise environmental impact SISXIND002 Maintain sport, fitness and recreation industry knowledge HLTWHS001 Participate in workplace health and safety	7 x Elective units (125hr) HLTAID003 Provide first aid SISCAQU002 Perform basic water rescue SISOBWG001 Bushwalk in tracked environments SISOFLD006 Navigate in tracked environments SISOCNE001 Paddle a craft using fundamental skills SISOKYK001 Paddle a kayak on inland flatwater SISOCYT001 Set up, maintain and repair bicycles SISOCYT002 Ride bicycles on roads and pathways, easy conditions SISOCYT004 Ride off road bicycles on easy trails SISOSRF001 Surf small waves using basic manoeuvres	
Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.		
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.		
Recommended Entry Requirements Students selecting this course should have an interest in sports, fitness and/ or recreation activities and have a basic level of fitness. They should be able to lift, carry and move related equipment and have basic aptitude for technology. They may be required to attend out of school hours activities e.g. sports days, camps and overnight activities.		
Examples of occupations in Fitness Industries <ul style="list-style-type: none"> ▪ Outdoor activity assistant ▪ Outdoor participant. 		
Mandatory HSC Course Requirements. Students must complete 180 indicative hours of course work and a minimum of 35 hours work placement . Students who do not meet these requirements will be 'N' determined as required by the NESA. External Assessment There is no HSC exam in this subject.		
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 teacher.		
Course Cost: See school website for current details	Refunds: Refund Arrangements on a pro-rata basis. Please refer to the school refund policy	
A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/		
Exclusions - VET course exclusions can be checked on the NESA website at https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions		
2022 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020		

Personal Development, Health and Physical Education

2 units for each of Year 11 and HSC

Course No: 15320
Board Developed Course

Exclusions: Nil

Course Description

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

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

Preliminary Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

- First Aid
- Fitness Choices

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

- Sports Medicine
- Improving Performance

Particular Course Requirements

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

Course Fees and Equipment requirements:

- The school website should be checked for current course fee information.

Personal Development, Health and Physical Education Life Skills

(NB: Conditions apply)

2 units each for the Year 11 and HSC

Course No: 16620
Board Developed Course

Exclusions:

- Personal Development, Health and Physical Education

Course Description

The Stage 6 Personal Development, Health and Physical Education Life Skills course focuses on the development of the values and attitudes, knowledge, understanding and skills that will enable students to lead safe, healthy, active and productive lives.

The course emphasises effective management of a range of personal health issues that are important in daily life. Students can develop a broad understanding of the importance of health practices that will enable them to lead healthy lifestyles. They will have the opportunity to participate in activities that will enhance their ability to engage appropriately in a range of interpersonal relationships. Students' effective participation in a range of post-school environments will be supported by the development of skills in a range of safe living practices. The course will help students to engage in a range of leisure activities that will enhance their post-school life as well as providing students with experiences and information to enable them to engage in outdoor activities as a participant or spectator.

Main Topics Covered

The structure of the Personal Development, Health and Physical Education Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content from one or more of the following six modules:

- Growth and Development
- Developing and Maintaining a Healthy Lifestyle
- Interpersonal Relationships
- Safe Living
- Leisure
- Outdoor Recreation.

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students' priorities, needs and interests.

Particular Course Requirements

On entering students for the Personal Development, Health and Physical Education Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process. **NB** The school requires an interview and signed agreement from parents of students under 18 years prior to commencement.

Assessment

Students are assessed in relation to the selected Personal Development, Health and Physical Education Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.

Course Fees and Equipment requirements:

- The school website should be checked for current course fee information.

Physics

2 units for each of Year 11 and HSC

Course No: 15330
Board Developed Course

Exclusions:

- Nil

Course Description

The Physics Stage 6 syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe and participate in navigating and influencing the future.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilizes innovation and creative thinking to address new challenges such as sustainability, energy efficiency and the creation of new materials.

Topics Covered

Preliminary Course

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and magnetism

HSC Course

- Advances mechanics
- Electromagnetism
- The nature of light
- From the universe to the atom

Particular Course Requirements

Scientific Investigation:

Scientific investigations include both **practical investigations** and **secondary sourced investigations**. Practical investigations are a mandatory part of both the Year 11 and 12 courses and must occupy a minimum 35 hours of course time, including time allocated to practical investigation depth studies.

Practical Investigations include:

- Undertaking laboratory experiments, including the use of appropriate digital technologies
- Fieldwork

Secondary source investigations include:

- Locating and accessing a wide range of secondary data and/or information
- Using and reorganizing secondary data and/or information

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

Investigating Science

2 units for each of Year 11 and HSC

Course No: 11215
Board Developed Course

Exclusions:

- Nil

Course Description

The Investigating Science Stage 6 syllabus is designed to assist students of all abilities to engage with scientific processes and apply those processes to investigate relevant personal, community and global scientific issues..

The investigating science course is designed to complement the study of science disciplines by providing additional opportunities for students to investigate and develop understanding of scientific concepts, their current and future uses and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Topics Covered

Preliminary Course

- Cause and effect – observing
- Cause and effect – Inferences and generalisations
- Scientific models
- Theories and laws

HSC Course

- Scientific investigations
- Technologies
- Fact or fallacy
- Science and society

Particular Course Requirements

Scientific Investigation:

Scientific investigations include both **practical investigations** and **secondary sourced investigations**. Practical investigations are a mandatory part of both the Year 11 and 12 courses and must occupy a minimum 35 hours of course time, including time allocated to practical investigation depth studies.

Practical Investigations include:

- Undertaking laboratory experiments, including the use of appropriate digital technologies
- Fieldwork

Secondary source investigations include:

- Locating and accessing a wide range of secondary data and/or information
- Using and reorganizing secondary data and/or information

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

Science - Life Skills

(NB: Conditions apply)

2 units each for the Year 11 and HSC

Course No: 16640
Board Developed Course

Exclusions:

- Biology,
- Chemistry,
- Physics,
- Investigating Science

Course Description

The Stage 6 Science Life Skills Syllabus aligns with the rationale, aim, objectives and outcomes of the Investigating Science Stage 6 Syllabus. The content has been developed from each of the disciplines of Science, providing opportunities for independent or integrated delivery with other Stage 6 Science courses.

Main Topics Covered

The structure of the Science Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Investigating Science Life Skills
- Physical World Life Skills
- Earth and Space Life Skills
- Living World Life Skills
- Chemical World Life Skills

Particular Course Requirements

On entering students for the Mathematics Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process. **NB** The school requires an interview and signed agreement from parents of students under 18 year before course commencement.

- Students may complete one or more courses to contribute to up to six units of study towards their Preliminary or HSC pattern of study.
- Outcomes and content will be selected to meet the particular needs of individual students
- The modules provide possible frameworks for addressing the Science Life Skills outcomes and content and are suggestions only.
- Teachers have the flexibility to develop modules that will meet the needs, strengths, goals, interests and prior learning of their students.
- Working Scientifically outcomes and content are to be integrated into modules wherever students undertake an investigation

Assessment

- Depth studies can be undertaken within any course and may relate to any module in a course.
- Students are not required to address or achieve all the Science Life Skills outcomes.
- Students are not required to complete all the content to demonstrate achievement of an outcome.

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

Society and Culture

2 units for each of Year 11 and HSC

Course No: 15350
Board Developed Course

Exclusions: Nil

Course Description

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).

Preliminary Course

- 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 Core

- 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

Depth Studies

Two to be chosen from:

- Popular Culture – the interconnection between popular culture, society and the individual
- Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

Particular Course Requirements

Completion of Personal Interest Project.

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

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

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

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

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 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 coaching environment. They should be able to use a personal digital device including a personal computer or laptop.

Sport, Fitness and Recreation Training Package (SIS 5.2) Units of Competency

Core Units

HLTWHS001 Participate in workplace health and safety
 SSISSCO002 Work in a community coaching role
 SSISSCO005 Continuously improve coaching skills and knowledge
 HLTAID011 Provide first aid
 SSISSCO003 Meet participant coaching needs
 BSBPOS403 Apply business risk management processes

Electives

SISSSCO012 Coach sport participants up to an intermediate level
 SISXIND006 Conduct sport, fitness and recreation event
 SISXCAI009 Instruct strength and conditioning techniques
 SSISSOF002 Continuously improve officiating skills and knowledge
 SISXDIS001 Facilitate inclusion for people with a disability

 Refer to the Training and Assessment Strategy (TAS) for the qualification packaging rules.

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

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

- | | |
|---|--|
| Working within the sport coaching industry <ul style="list-style-type: none"> ▪ possess a range of well-developed skills where discretion and judgement are required | <ul style="list-style-type: none"> ▪ teamwork and communication ▪ applying skills and knowledge to coach participants to an intermediate level in a specific sport |
|---|--|

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 - \$110 HSC - \$110
School Specific equipment and associate requirements for students: quality sports shoes, hat

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>

Assessment and course completion

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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are required to complete a minimum of 35hrs work placement.

Optional HSC examination

There is no HSC Examination for this course.

Specialisation studies

There are no specialisation studies associated with this course.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation Skills

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

Software Design and Development

2 units for each of Year 11 and HSC

Course No: 15360
Board Developed Course

Exclusions:

- Computing Applications CEC

Course Description

The **Preliminary course** introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The **HSC course** builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

Preliminary Course

- Concepts and Issues in the Design and Development of Software (30%)
 - Social and ethical issues
 - Hardware and software
 - Software development approaches
- Introduction to Software Development (50%)
 - Defining and understanding the problem
 - Planning and designing software solutions
 - Implementing software solutions
 - Testing and evaluating software solutions
 - Maintaining software solutions
- Developing software solutions (20%)

HSC Course

- Development and Impact of Software Solutions (15%)
 - Social and ethical issues
 - Application of software development approaches
- Software Development Cycle (40%)
 - Defining and understanding the problem
 - Planning and design of software solutions
 - Implementing software solutions
 - Testing and evaluating software solutions
 - Maintaining software solutions
- Developing a Solution Package (25%)
- Options (20%)

Study one of the following options:

 - Programming paradigms

or

 - The interrelationship between software and hardware

Particular Course Requirements

There is no prerequisite study for the Preliminary course. It is a mandatory requirement that students spend a minimum of:

- 20% of Preliminary course time and
- 25% of HSC course time on practical activities using the computer.

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

Sport, Lifestyle and Recreation Studies

2-unit Year 11 and or HSC

Course No.: 35015

Content Endorsed Course

Exclusions:

Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Course Description

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

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

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

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

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.

Particular Course Requirements

- Students are required to attend and assist with all school sports carnivals.
- Tasks at these events are allocated for assessment purposes.
- Course related excursions are compulsory where they relate to course assessment requirements

Course fees and Equipment requirements:

- TRHS Sports shirt to be worn for all practical classes.
- Check school website for current course fees

Technology - Life Skills

2 units for each of Year 11 and HSC

Course No: 16686

Board Developed Course

Exclusions:

Where the equivalent Life Skills module is being undertaken

- Agriculture,
- Design and Technology,
- Food Technology,
- Industrial Technology,
- Information Processes and Technology,
- Textiles and Design

Course Description

The Stage 6 Technology Life Skills course allows for engagement with a range of technologies. Students acquire knowledge, understanding and skills in order to solve problems and meet identified needs within the context of a design process. They are provided with opportunities to engage in a diverse range of practical and creative activities using a variety of resources, materials, tools and techniques

Study of the Stage 6 Technology Life Skills course should contribute to students' understanding of research, design, systems and environments, as well as their ability to manipulate and produce products.

Main Topics Covered

The structure of the Technology Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Agriculture
- Design and Technology
- Food Technology
- Industrial Technology (one of: metal and engineering, multimedia, timber products and furniture, graphics, electronics)
- Information Processes and Technology
- Textiles and Design (one or more of: apparel, furnishings, costume, textile arts, non-apparel)

Particular Course Requirements

On entering students for the Technology Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process. **NB** The school requires a signed agreement from parents of students under 18 years.

Assessment

Students are assessed in relation to the selected Technology Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.
- Major Project materials costs vary widely and are therefore the responsibility of the individual student.

Textiles and Design

2 units for each of Year 11 and HSC

Course No: 15390
Board Developed Course

Exclusions:

- Fashion and Textiles TVET CEC 43480,
- Fashion Design and Technology TVET CEC 41016

Course Description

The **Preliminary course** involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The **HSC course** builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

Main Topics Covered

Preliminary Course

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

HSC Course

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%).

Particular Course Requirements

In the Preliminary course students will undertake **one preliminary textile projects**. Preliminary **Project 1** is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, evaluation of ideas and of the project, management of time and resources, manipulative and management skills, communication methods and the recording of information.

In the HSC course, the **Major Textiles Project** allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.
- Major Project materials costs vary widely and are therefore the responsibility of the individual student.

Visual Arts

2 units for each of Year 11 and HSC

Course No: 15400
Board Developed Course

Exclusions:

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

Course Description

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

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Preliminary Course learning opportunities focus on:

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

HSC Course learning opportunities focus on:

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

Particular Course Requirements

Preliminary Course:

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

HSC Course:

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

Course Fees and Equipment requirements:

- Course fees contribute to the provision of materials which aide a more comprehensive course delivery.
- The school website should be checked for current course fee information.

Work Studies

2-unit 120-hour course; - 1 year
2-unit 240-hour course. – 2 year

Course No.: 35201 (2yr)
Content Endorsed Course

Exclusions: Nil

Course Description

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of:

- the issues faced by students in the transition to work and
- the skills needed for effective career planning and performance
- of tasks in the work environment.
- There is a central focus in both the core and elective modules on the development of essential workplace skills.
- Students have an opportunity to practise these skills in appropriate work contexts

The Work Studies course will assist students to:

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

Structure of the course

Core - My Working Life

Modules - 10 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours and include:

- In the Workplace
- Preparing Job applications
- Workplace Communications
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues
- Self-Employment
- Team Enterprise Project
- Experiencing Work

Particular Course Requirements

- The completion of work experience is expected and is of benefit to students.

Assessment

- Demonstration of achievement of outcomes is recorded for internal assessment.
- There is **no HSC Examination** in this course

Course fees and Equipment requirements:

- The school website should be checked for the current course fee.

VET Courses - Frequently Asked Questions

What does VET mean?

VET means Vocational Education and Training. VET courses are available at Stage 5 and at Stage 6 - Higher School Certificate (HSC) for students which allows the student to gain an HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

What is the difference between VET courses and other HSC courses?

- VET courses can deliver dual accreditation, meaning a VET course can give an Australian Qualification Framework (AQF) qualification in addition to units of study counting towards the HSC.
- Learning and assessment focuses on skills and is *competency based*.
- In some VET courses work placement is compulsory

What is reported on the HSC?

All VET courses are recorded on the HSC. As well, an HSC student receives either an Australian Qualification Framework (AQF) credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. Units of competencies are reported to the Board of Studies, Teaching & Educational Standards.

What are competencies?

A student is assessed for competency against standards set by industry for skill performance. Being assessed as competent means a student has reached a pre-defined minimum level of work performance in an industry skill area.

Do VET courses count towards the Australian Tertiary Admissions Rank (ATAR)?

VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF), are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards a ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.

What is the Australian Quality Framework (AQF)?

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Tamworth 90162 is currently delivering Vocational Education and Training in 118 schools.

What are Australian Qualification Framework (AQF) qualifications?

VET qualifications are expressed as AQF levels. They are recognised Australia wide. Students may gain an AQF credential at either Certificate I or II and in some instances either part or all of Certificate III depending on the VET course they study and the units of competency they achieve.

What are Industry Curriculum Frameworks - ICFs?

NSW Education Standards Authority NESA has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course. ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

What is the difference between an Industry Curriculum Framework (ICF) course and a VET Board Endorsed Course (VET BEC)?

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study.

However a Board Endorsed Course (VET BEC) does not contribute to the ATAR

What are Specialisation Courses?

Specialisation courses are 1 unit or 2 unit extensions added to the 240 hour (2 unit x two years) course. Specialisation courses build upon the normal ICF course and deliver more training towards AQF levels. They may be selected during the HSC year. These units do not count towards the ATAR but do count towards the HSC.

Why is work placement compulsory in some VET courses?

Industry says workplace learning greatly enhances classroom training. Work placement in a 240-hour course is 70 hours (usually done as two one-week blocks, one week during the Preliminary course and one week during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements.

Who delivers VET to students?

VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course.

What is RPL?

Recognition of Prior Learning (RPL) allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of formal training, work experience, life experience and part-time work. The relevant VET Coordinator at your school holds application forms.

What is Credit Transfer?

Credit Transfer (CT) allows students to seek recognition of their skills and knowledge gained as a result of previous achievement of units of competency and/or a qualification. The relevant VET Coordinator at your school holds application forms.

How do employability skills relate to VET courses?

Employability Skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions". The eight Employability Skills are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology. All AQF Credentials or Statements of Attainment achieved by students provide an Employability Skills Summary that lists the elements of each skill that have been identified for the qualification.

NOTE:
STUDYING A VET ICF COURSE
MAY GIVE A STUDENT ACCESS TO
THE **HSC** and
an Australian Qualifications Framework - AQF
CREDENTIAL,
WORKPLACE LEARNING and
AN ATAR