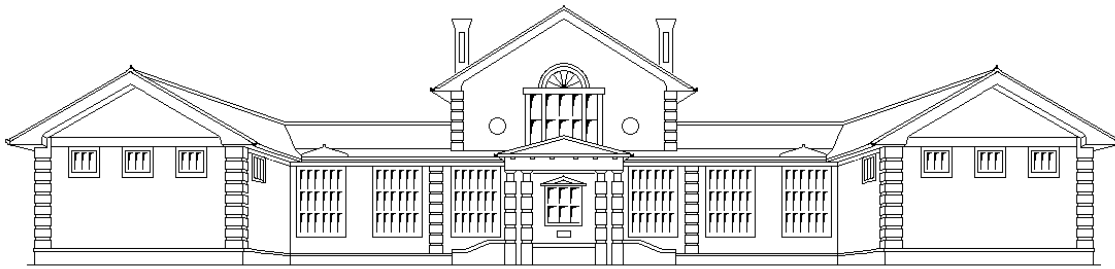




Glen Innes High School
Senior Subject Selection
Handbook
2023



This booklet provides students and parents with an understanding of Course requirements and subject content for Years 11 and 12 leading to the award of a Higher School Certificate. The booklet also provides an outline of Course offerings for students commencing in 2023.

The selection of your subjects for senior study is an extremely important decision.

While the decision is ultimately yours it is wise to consult with as many people as possible to ensure that you make the best decision. Talk, for example, to other students who may have completed subjects, teachers, parents, employers, and the School's Careers Advisor, to determine the best possible selection and pathway for senior study for you.

In making these important decisions I ask each of you to consider the following:

1. Choose subjects that you like and/or do well in; the HSC is a means to an end. You do not have to study vocationally relevant subjects in the senior school, nor do you have to have studied subjects previously.
2. Avoid choosing subjects because your friends have – this decision is for you, not them.
3. **English is the ONLY compulsory subject that you must study.**
4. Choose levels within subjects carefully, for example, in Mathematics and English, so that you study at the level where you can experience success.
5. Check subject requirements/prerequisites if you wish to study a particular course at University.
6. Check with teachers about course content, requirements etc., especially if you're not sure; and
7. Read this document carefully and discuss it with as many people as possible before making your decision.

I look forward to working with you as a senior student at Glen Innes High School. If there is anything we can do to assist you, please feel free to ask.

Adam Forrester

Principal, Glen Innes High School

Contents

Part 1 - Information about the HSC.....	4
Course Selection Guidelines	5
HSC: All My Own Work	6
HSC Minimum Standards.....	6
The Higher School Certificate	7
Course Patterns	7
University and TAFE/RTO Requirements.....	8
Extension Courses.....	8
Vocational Education and Training (VET) Courses	9
Assessment and Reporting	9
Subject/Course Selection Guide for Year 11	10
Types of HSC Courses	11
Year 11 Subject List for 2023	12
Head Teacher Email Contact Details	13
Part 2 - Board Developed Courses - Category A and Category B.....	14
Part 3 - Vocational Education and Training Courses - Category B.....	44
VET / TVET Information for 2023.....	45
VET Course Descriptions.....	49
Virtual VET Courses	54
School Based Traineeships (SBT)	55
School Based Apprenticeships (SBA)	55
Part 4 - Board Endorsed Courses - NO ATAR	57



Part 1
Information about the HSC

Course Selection Guidelines

This is your introduction to the Higher School Certificate and the many options available. More information is contained in the NESA publication *Studying for the New South Wales Higher School Certificates* which can be downloaded from

<https://studentonline.nesa.nsw.edu.au/documents/studying-for-the-nsw-hsc.pdf>.

The HSC program at Glen Innes High School provides you with many options to attain your goals. A lot of the decision rests with your goals. You should ask yourself the following questions:

- Do you want to go to University?
- Do you want to gain a Nationally Recognised Qualification while doing your HSC?
- Does your career path require that you study particular courses in the HSC?
- Do you wish to complete a Traineeship or Apprenticeship as part of your HSC?

Pathways to achieve what you want can be designed for you. The possibilities are numerous. For example, if you decide that you want to go from school to TAFE and then later to university, options are available for you providing maximum credit for your studies. This means that in many courses you can graduate from university at the same time as those students who went straight from school to university. This is just one example of options that can be provided. Ask questions if you have goals you wish to pursue.

Remember the 12/10 rule. **You must do a minimum of 12 units in Year 11 and 10 units in Year 12.** If you want an Australian Tertiary Admission Rank **ATAR**, **you must complete 10 units of ATAR courses in the HSC.** Some Vocational Framework courses contribute to the ATAR, but you can only count 2 units of these towards the ATAR in your HSC.

These are known as **Board Developed Courses** and, for your convenience have the following symbol attached throughout this book:

ATAR

Non-ATAR courses are Board Endorsed and have the following symbol:

NO
ATAR

Endorsed courses may be what you need to achieve your goals - give them consideration.

Vocational courses allow students to receive **Nationally recognised qualifications/ credentials** as well as a Higher School Certificate. **Vocational Framework courses contribute to the ATAR.** They can provide a powerful start to further TAFE/college and university study without losing time or having to do extra study.

HSC: All My Own Work

All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing, and using ethical practices when locating and using information as part of their HSC studies.

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

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

HSC Minimum Standards

To help ensure New South Wales students leave school ready for success in future learning and life, a minimum standard of literacy and numeracy has been introduced for the Higher School Certificate.

Getting the basics right also means that you have the foundation for doing well in all your subjects. Students will show that they meet the standard by passing Minimum Standard Tests in Reading, Writing and Numeracy. These tests will be available for you to take online at school.

You can take these when you are ready in Year 10, Year 11, or Year 12. You can take each test up to four times a year if you need to. You don't have to pass all three tests at once. Once you pass a test you don't have to sit it again. If you are unsuccessful during your schooling years, you can still take the tests after leaving school. You have up to five years after starting your first HSC course to complete the tests.

If you've got your HSC, it will be proved to employers, TAFE and university that you can read write and perform basic Maths. In other words, you'll be ready for life after school.

How is the standard set?

The standard is set at **Level 3 of the Australian Core Skills Framework (ACSF)**, which means students will have the basic reading, writing and Mathematics skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

- following safety instructions in equipment manuals
- understanding a mobile phone plan
- writing a job application
- creating a personal weekly budget.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

Disability provisions and exemptions

Some students with disabilities will be eligible for extra provisions for the Minimum Standard Online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC.

The Higher School Certificate

The Higher School Certificate is based on a STANDARDS REFERENCED approach. Student performance will be assessed and reported against standards of achievement established for each course.

The HSC is issued by NESA to students who have satisfactorily completed a course of study at an accredited institution. The Board has opened a range of pathways to the HSC from which students may select to suit their situation.

Course Patterns

All courses offered for the Higher School Certificate have a Unit value. Subjects may have a value of 1 or 2 Units. A 1 Unit course is equivalent to 60 hours of study; A 2 Unit course is equivalent to 120 hours of study. A Unit refers to a period of class work totalling about two hours per week. Most courses are "2 Unit", i.e. about four hours per week.

Preliminary courses are those usually taken in Year 11 and do not have an external exam. They are generally a prerequisite for HSC courses.

HSC courses are usually taken in Year 12 and in most cases have a final HSC exam.

There are two main types of courses:

1. **Board Developed courses** are taught to a syllabus set by NESA and involve an externally set and marked HSC examination, as well as the school assessment.
2. **Board Endorsed courses** are assessed and examined at the school, or by TAFE/RTO if delivered by these institutions.

Study requirements for the HSC

Candidates for the Higher School Certificate must undertake a program of study comprising:

- 12 units of Preliminary courses; and
- 10 units of Higher School Certificate courses.

Both Preliminary course pattern and the HSC course pattern must include:

- at least six units of Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value (or greater);
- at least four subjects;
- at most 6 units of courses in Science can contribute to HSC eligibility.

If students undertake one of the Preliminary Extension courses in either English or Mathematics in Year 11, they must also choose an additional 1 Unit course to meet the 12 Unit requirements for the preliminary HSC or may choose to study more than 12 units.

University and TAFE/RTO Requirements

Not all students who sit for the HSC in this State go on to university. You should consider carefully whether tertiary entrance requirements should or should not influence your choice of subjects.

If you are interested in university study immediately after the HSC, then you must qualify for an **Australian Tertiary Admission Rank (ATAR)**. To be eligible for an ATAR, a student must complete at least ten units of Board Developed Courses, including at least two units of English. The Board Developed Courses must include at least three courses of two units or greater, and at least four subjects.

Courses, which contribute to the **ATAR** have the following symbol on the top of the page:



ATAR

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

- the best two units of English; and
- the best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.

Category B Courses are:

Construction, Entertainment, Fitness, Hospitality, Information and Digital Technology, Primary Industries.

Students wishing to pursue university study should check if their subject selection will enable them to qualify for an ATAR. The Careers Advisor is available to assist students in this regard.

TAFE and Other Registered Training Organisations (RTO) offer a very diverse range of training options and the ATAR is not a requirement for entry. Associate Diplomas have other selection criteria, such as the subjects studied for the HSC and work experience.

Extension Courses

Extension courses build on the content of the corresponding 2-unit course. Extension courses are not available in all subjects.

Both English and Mathematics have Preliminary Extension courses. In each of English and Mathematics, you may choose one or two HSC Extension courses, if the Preliminary Extension course has been studied.

There are also Extension courses available for Science, History, Music and various Languages in Year 12.

Vocational Education and Training (VET) Courses

The expansion of **Vocational Education and Training (VET)** in schools has strengthened the links between schools, industry and TAFE/RTO in order to improve students' transition from school to work and to further education and training.

VET Courses are based on **National Competency Standards** that have been determined by industry. Each vocational course leads to a nationally recognised qualification under the **Australian Qualification Framework (AQF)**.

The AQF integrates twelve National Qualifications issued by Registered Training Organisations, which includes Schools, TAFE, Private Providers and Universities under the one single system.

This structure encourages students to continuously upgrade knowledge and skills in a flexible pathway between all the above sectors.

Assessment and Reporting

The HSC reports provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

- School-based assessment tasks will contribute 50% of your HSC mark.

Your school assessment mark will be based on your performance in Assessment Tasks you have undertaken during the course.

- 50% of your HSC mark will come from the HSC examination

Your HSC mark for 2 unit courses will be reported on a scale of 0-100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you 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 (Band 6) will correspond to the highest level of achievement.

On satisfactory completion of your HSC you will receive a portfolio containing:

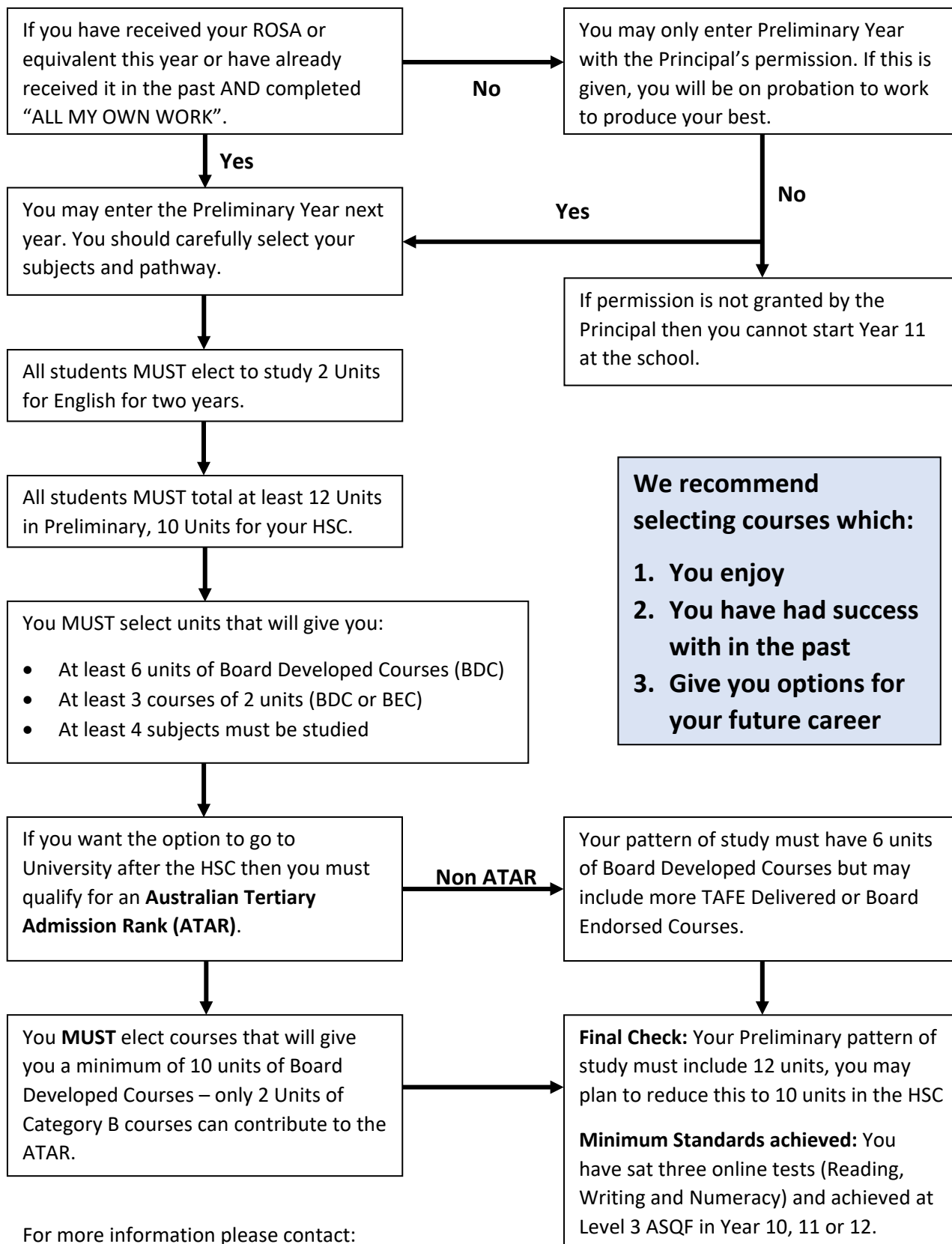
The HSC Testamur - This is the official certificate confirming your achievement of all requirements for the award.

The Record of Achievement (ROSA) - 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 descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.

Please note: In Term 1 2023, all of Year 11 will be issued with a copy of **Preliminary Course Assessment Policy and Schedules - 2023**. This lists eligibility in relation to satisfactory completion of a course and information on assessment and reporting.

Subject/Course Selection Guide for Year 11



We recommend selecting courses which:

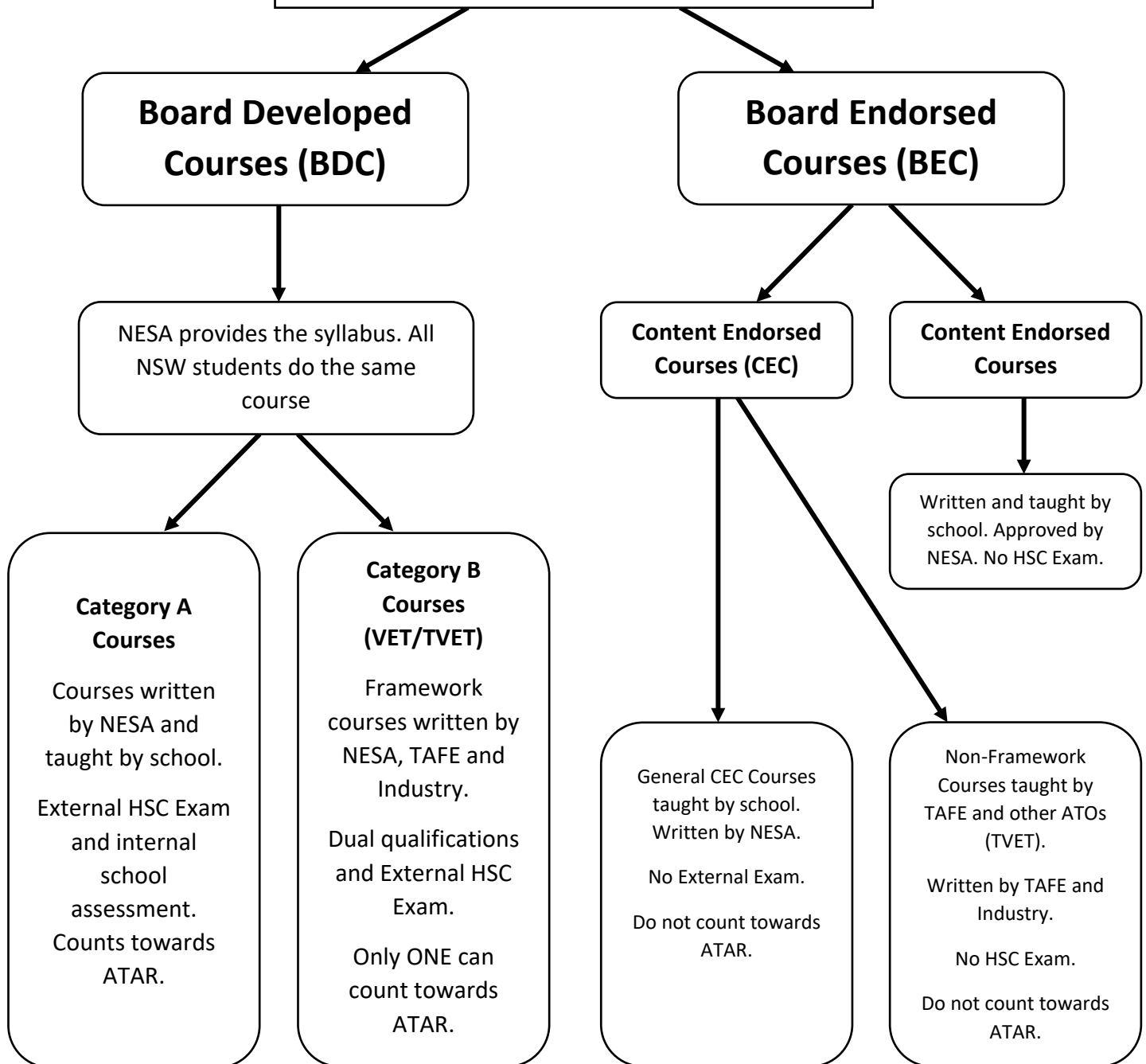
- 1. You enjoy**
- 2. You have had success with in the past**
- 3. Give you options for your future career**

For more information please contact:

Careers Advisor: Miss Heather Clark 67321322 or

Head Teachers in the relevant areas.

Types of HSC Courses



Year 11 Subject List for 2023

Here is an overview of the subjects that may be offered at GIHS. Please note that courses are run based on student numbers and staff availabilities and that not all courses will run.

Board Developed Courses (BDC) – Category A (All count towards ATAR)					
	UNITS	PAGE		UNITS	PAGE
Aboriginal Studies	2	15	Investigating Science	2	30
Agriculture	2	16	Legal Studies	2	31
Ancient History	2	17	Mathematics Advanced	2	32
Biology	2	18	Mathematics Standard	2	33
Business Studies	2	19	Mathematics Extension 1	1	35
Chemistry	2	20	Modern History	2	37
Community and Family Studies	2	21	Music 1	2	38
Design and Technology	2	22	Personal Development, Health and Physical Education	2	39
Drama	2	23	Physics	2	40
English Advanced	2	24	Society and Culture	2	41
English Standard	2	25	Textiles and Design	2	42
English Extension	1	27	Visual Arts	2	43
Food Technology	2	28			
Geography	2	29			
Board Developed Courses (BDC) - Category B (Only 2 units towards ATAR)					
	UNITS	PAGE	<u>TVET Course (external provider)</u>		
English Studies	2	26	Examples include: Automotive, Health Services Assistant Certificate III Business Services Tourism, Travel and Events		
<u>School Delivered VET</u>					
Construction	2	49			
Entertainment Industry	2	50			
Hospitality (Kitchen Operations)	2	51			
Information and Digital Technology	2	52			
Primary Industries	2	53			
<u>Virtual VET Courses – Category B</u>					
For all available courses see: https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/virtual-vet-courses					
Board Endorsed Courses (BEC) and Non-Framework TVET Courses (Do not count towards ATAR)					
	UNITS	PAGE	<u>Non-Framework (non ATAR) Course through the TVET program (delivered by various RTOs)</u>		
<u>School Delivered</u>					
Fitness (Partial Certificate III)	2	58			
Numeracy CEC	2	59	Speak to Miss Clark about available courses (once list becomes available)		
Visual Design	2	60	Examples could include: Beauty, Childcare, Salon Assistant, Animal Studies		
Work Studies	2	61			
<i>Please note: Students will need to sit an interview with Mr Forrester and Miss Clark to discuss a pattern of study involving any VET, TVET or Virtual VET courses before enrolling.</i>					

Head Teacher Email Contact Details

Mrs D. De Redder (Head Teacher English)	danielle.deredder@det.nsw.edu.au
Mrs G. Byrne (Head Teacher HSIE)	genevieve.shore@det.nsw.edu.au
Mrs L. Newsome (Head Teacher Agriculture/Science)	leanne.newsome@det.nsw.edu.au
Mr R. Preston (Relieving Head Teacher Mathematics)	russell.preston3@det.nsw.edu.au
Mr R. Taylor (Head Teacher Music/PDHPE)	richard.j.taylor@det.nsw.edu.au
Mrs S. Woods (Head Teacher TAS/Visual Arts)	suzy.woods2@det.nsw.edu.au



Part 2

Board Developed Courses

Category A and Category B

(only 1 Category B course can be counted towards an ATAR)

Aboriginal Studies – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>Aboriginal Studies provides student with the opportunity to develop values and attitudes related to social justice, intercultural understanding, empathy and ethical practice.</p> <p>Students develop skills such as collaborative research methodologies, analysis of information and communication of idea.</p>		
Preliminary Course Topics		
<ul style="list-style-type: none"> • Part I: Aboriginality and the Land – Aboriginal peoples’ relationship to land and water; the dispossession and dislocation of Aboriginal peoples from land and water and the impact of British colonisation on land and water. Comparative Case Study. • Part II: Aboriginal Heritage and Identity – The Dreaming and cultural ownership; the impact of colonisation on Aboriginal cultures and families and the diversity of Aboriginal cultural and social life. Case Study of the local Aboriginal Community/ies. • Part III: Colonialism, Racism and Prejudice – Aboriginal political and legal systems; Aboriginal and non-Aboriginal responses to the British colonisation and the impact and consequences of dispossession and dislocation of Aboriginal peoples. Case Study. 		
HSC Course Topics		
<ul style="list-style-type: none"> • Part I – Social Justice and Human Rights Issues (50% of indicative time) A global perspective of Social Justice and Human Rights Issues across 2 topics chosen from: health, education, housing, employment, criminal justice and economic independence. Comparative Case Study • Part II – Elective study (20% of indicative time incorporating a Case Study) - Aboriginality and the Land – The Land Rights movement and the recognition of native title including: <ul style="list-style-type: none"> - non-Aboriginal responses to land rights; government policies and legislation or - Aboriginal Heritage and Identity - Contemporary aspects of Aboriginal heritage and identity, including non-Aboriginal responses to Aboriginal heritage and identity and government legislation and policies influencing expressions of identity and heritage. • Part III – Major Project (30% of indicative time) – choice of project topic based on student interest 		
Course Requirements		
<p>In both courses, students must undertake mandatory community case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.</p>		
Who should I contact for further information?	Mrs A. Chapman-Burgess (HSIE) Mrs G. Byrne (Head Teacher HSIE)	

Agriculture – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>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.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>		
Preliminary Course Topics		
<p>The Preliminary course incorporates :</p> <ul style="list-style-type: none"> • Overview of Australian Agriculture • The Farm Case Study • Plant Production • Animal Production 		
HSC Course Topics		
<p>Core Topics:</p> <ul style="list-style-type: none"> • Plant/Animal Production • Farm Product Study • Optional components <p>Choose 1 electives :</p> <ul style="list-style-type: none"> • Agri-food, fibre and Fuel Technology • Climate Challenge • Farming for the 21st Century 		
Course Requirements		
Who should I contact for further information?	Ms J. Lamph, Mr S. Miller (Science) Mrs L. Newsome (Head Teacher Science)	

Ancient History – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.</p> <p>The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.</p>		
Preliminary Course Topics		
<p>The Preliminary course consists of three topic areas:</p> <p>Topic Area 1: Introduction Investigating the past: History, Archaeology and Science. This includes looking at methods in archaeology, preserving bodies and artifacts and scientific approaches to evidence.</p> <p>Topic Area II: Studies of Ancient Societies, Sites and Sources. Students investigate past societies and sources including Ancient Romans, The Celts, Troy, The Minoans and Ancient Greece, Gods and Religion, Ancient Methods of Warfare, Boudicca and Spartacus.</p> <p>Topic Area III: Historical Investigation: Students undertake their own investigation on any topic they like from the Ancient World. Past investigations include weapons in the ancient world, Cleopatra, medical cures in ancient societies, the gods of Ancient Greece. It is student choice for this topic.</p>		
HSC Course Topics		
<p>The H.S.C. course consists of four topic areas:</p> <p>Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum (25%)</p> <p>Part II: ONE Ancient Society (25%) – Athenian society in the time of Pericles</p> <p>Part III: ONE Personality in their Times (25%) - Pericles (Leader of Ancient Athens)</p> <p>Part IV: ONE Historical Period (25%) - The Greek World 500 – 440 BC</p>		
Course Requirements		
Who should I contact for further information?	Mrs G. Byrne (Head Teacher HSIE)	

Biology – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>The Biology course in years 11 and 12 will be exploring the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. Applications of biology and its significance in finding solutions to health and sustainability issues in a changing world are also important areas covered in this science practical course. Students will also be developing skills in the module 'Working Scientifically'. Scientific investigative skills are a key focus with emphasis on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When 'Working Scientifically', students are provided with opportunities to design and conduct biological investigations both individually and collaboratively. A depth study is required in both year 11 and 12 courses which will allow students to undertake an investigation as a single investigation/activity or series of investigations/activities. The depth study may be designed for the course cohort or a single class or be determined by individual students.</p>		
Preliminary Course Topics		
Cells as the Basis of Life Organisation of Living Things Biological Diversity Ecosystem Dynamics		
HSC Course Topics		
Heredity Genetic Change Infectious Disease Non-infectious Disease and Disorders		
Course Requirements		
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations and in-depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> • undertaking laboratory experiments, including the use of appropriate digital technologies • fieldwork. <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> • locating and accessing a wide range of secondary data and/or information • using and reorganising secondary data and/or information. 		
Who should I contact for further information?	Mrs L. Newsome (Head Teacher Science)	

Business Studies – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>Business activity is a feature of everyone’s life. As consumers and producers, employees, employers or self-employed, savers and investors, and as importers and exporters, people throughout the world engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. Business Studies makes a significant contribution to the ability to participate effectively in the business environment. Students completing this course will develop general and specific skills including research, analysis, problem solving, decision-making, critical thinking and communication. These skills enhance students’ confidence and ability to participate effectively, not only as members of the business world, but as informed citizens dealing with issues emanating from business activity that impact on their lives.</p>		
Preliminary Course Topics		
<ul style="list-style-type: none"> • Nature of Business – (20%) -The focus of this topic is the role and nature of business in a changing business environment • Business Management – (40%) - Nature and responsibilities of management in the business environment • Business Planning – (40%) - The processes of establishing and planning a small to medium enterprise. 		
HSC Course Topics		
<ul style="list-style-type: none"> • Operations – (25%) - The strategies for effective operations management in large businesses • Marketing – (25%) - The main elements involved in the development and implementation of successful marketing strategies • Finance – (25%) -The role of interpreting financial information in the planning and management of a business • Human Resources – (25%) - Contribution of human resource management to business performance. 		
Course Requirements		
Who should I contact for further information?	Mrs A. Cormick (HSIE) Mrs G. Byrne (Head Teacher HSIE)	

Chemistry – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>The chemistry course 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 applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.</p>		
Preliminary Course Topics		
<p>Module 1 Properties and Structure of Matter</p> <p>Module 2 Introduction to Quantitative Chemistry</p> <p>Module 3 Reactive Chemistry</p> <p>Module 4 Drivers of Reaction</p>		
HSC Course Topics		
<p>Module 5 Equilibrium and Acid Reactions</p> <p>Module 6 Acid/base Reactions</p> <p>Module 7 Organic Chemistry</p> <p>Module 8 Applying Chemical Ideas</p>		
Course Requirements		
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations and in-depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> • undertaking laboratory experiments, including the use of appropriate digital technologies • fieldwork. <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> • locating and accessing a wide range of secondary data and/or information • using and reorganising secondary data and/or information. 		
Who should I contact for further information?	Mrs L. Newsome (Science)	

Community and Family Studies – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>Students selecting this subject will be equipped to better participate effectively in a society that is characterised by rapid social, economic, technological, legal, political and environmental change. This course is popular because it is so relevant to real life and living today.</p> <p>How will this course help me in the future? This course would have vocational application in career paths such as Business Management, Human Resources Management, Teaching, Social Work, Counselling and Marketing, Pre-School Director, Nursing, Day Care, Midwifery.</p>		
Preliminary Course Topics		
<i>Preliminary Course Modules</i> <ul style="list-style-type: none"> • Resource Management • Individuals and Groups • Families and Communities 		
HSC Course Topics		
<i>HSC Course Modules</i> <ul style="list-style-type: none"> • Research Methodology • Groups in Context • Parenting and Caring <p>Select one option from: Family & social Interactions; Social Impact of Technology ; Individuals & work</p>		
Course Requirements		
HSC only – External Examination (3 Hours) Practical and theory-based assessment tasks as per Assessment booklet. This course is research based. As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: <ul style="list-style-type: none"> • Individuals and Groups • Families and Communities • Resource Management 		
Who should I contact for further information?	Mrs N. Muggleton (TAS) Mrs S. Woods (Head Teacher TAS)	

Design and Technology – 2 Unit			ATAR
Board Developed Course			
Course Type:	Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?			
<p>Design and Technology has a unique focus on creativity, innovation and the successful implementation of innovative ideas. Students will investigate the importance of evaluation, the role of computer-based technologies, management, communication and collaborative design, as well as exploring current and emerging technologies. Through the completion of quality design projects, students are provided with the opportunity to develop specific production and manufacturing skills. Design and Technology is inclusive of the needs, interests and aspirations of all students. It provides opportunities for students to develop design projects in areas of individual interest, to discuss equity issues related to design, production and manufacturing in the Australian society and to consider careers in the fields of design and manufacturing. Students will be given the opportunity to explore and develop technologies and demonstrate insight into the future uses of technology. They will develop skills that are transferable and which lead to lifelong learning.</p> <p>How will this course help me in the future? This course will assist students who wish to take up careers in the fields of Architecture, Artist, Fashion Designer, Furniture Designer, Graphic Designer, Industrial Designer, Interior Designer, Web Designer, Digital Visual Effects and Animations Engineer, Project Management.</p>			
Preliminary Course Topics			
<ul style="list-style-type: none"> • Knowledge and skills in designing, managing, producing and evaluating design projects: <ul style="list-style-type: none"> ○ design theory and design processes in a range of contexts ○ the interrelationship of design, technology, society and the environment ○ innovation and entrepreneurial activity in a range of contexts ○ the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities ○ skills in research, communication and management in design and production ○ current and emerging technologies in a variety of settings • Designing and Producing 			
HSC Course Topics			
<ul style="list-style-type: none"> • Knowledge and skills in designing, managing, producing and evaluating a design project - as part of this study, students will complete a major design project. • Innovation and Emerging Technologies • Designing and Producing • Project proposal and project management • Project development and realization • Project evaluation 			
Course Requirements			
<p>The HSC course – involves a major project and comprehensive folio. The project being assessed for the HSC is marked externally and usually just after the middle of Term 3 of the HSC Year. You must be willing to supply your own project materials for the HSC.</p> <p>Associated costs: Year 11 - \$50 Year 12 - \$10 plus materials.</p>			
Who should I contact for further information?			Mrs S. Woods (Head Teacher TAS)

Drama – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
Students may choose to study Drama as a senior subject without having studied it previously. Students learn skills in Making, Performing and Critically Studying acting and theatre production. Students complete 60% of the course as practical studies and 40% as theoretical (written) studies in both the Preliminary and H.S.C.		
Preliminary Course Topics		
Content comprises an interaction between the components of Improvisation, Play-building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. The course in Year 11 will be a study of: <ul style="list-style-type: none"> • Improvisation, Play Building, Acting; • Elements Of Production In Performance; • Theatrical Traditions and Performance Styles. 		
HSC Course Topics		
In the HSC students complete two areas of practical study which comprise 60% of the course: <ul style="list-style-type: none"> • Group Performance (Core content) • Individual Project Content 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 one particular area. They choose one project from Critical Analysis or Design (set, costume or poster/programme) or Performance or Script-writing or Film making. <p>In the HSC, students also study TWO Theoretical Topics which comprise 40% of the course:</p> <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.		
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 should base their work on one of the texts listed in the published text list. This list changes every two 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.		
Who should I contact for further information?	Mrs G. Byrne (Head Teacher HSIE)	

English Advanced – 2 Units		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.</p> <p>In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.</p>		
Year 11 Course Topics		
<ul style="list-style-type: none"> • Common Module: <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. Students should be prepared to read and write extensively in this course. • <i>Critical Study of Literature – Wilfred Owen</i> poetry • <i>Narratives that Shape our World – Othello</i> <p>Assessment tasks: <i>Analytical Response, Writing Folio and Multimodal Presentation.</i> Note: <i>Texts are subject to change.</i></p>		
HSC Course Topics		
<ul style="list-style-type: none"> • Common Module: <i>Texts and Human Experiences</i> - Students analyse and explore texts and apply skills in synthesis in a novel study. • Module A: Textual Conversations – <i>Richard III & Looking for Richard</i> • Module B: Critical Study of Literature – <i>Under Milkwood</i> • Module C: Craft of Writing – a selection of prescribed texts <p>Assessment Tasks: <i>Narrative, Essay, Multimodal Presentation, Trial Examination.</i> Note: <i>Texts are subject to change.</i></p>		
Course Requirements		
<ul style="list-style-type: none"> • Strong literacy and analytical skills • Students will be issued with N letters if due diligence is not demonstrated throughout the course, including class work, drafting and assessment. 		
Who should I contact for further information?	Mrs D. De Redder (Head Teacher English)	

English Standard – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.</p> <p>In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.</p> <p>In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.</p>		
Year 11 Course Topics		
<ul style="list-style-type: none"> • Common Module: <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. Students should be prepared to read and write extensively in this course. • Module A: Contemporary Possibilities – <i>Sherlock Holmes</i> • Module B: Close Study of Literature – <i>The Handmaid’s Tale</i> <p>Assessment Tasks: <i>Writing portfolio, Essay Exam, Multimodal Presentation.</i> Note: <i>Texts are subject to change.</i></p>		
HSC Course Topics		
<ul style="list-style-type: none"> • Common Module: <i>Texts and Human Experiences</i> - Students analyse and explore texts and apply skills in synthesis in a novel study. • Module A: Language, Identity and Culture – <i>The Castle</i> • Module B: Close Study of Literature – <i>Oodgeroo Noonuccal poetry suite</i> • Module C: Craft of Writing – selection of prescribed texts <p>Assessment tasks: <i>Narrative, Essay, Multimodal Presentation, Trial Examination.</i> Note: <i>Texts are subject to change.</i></p>		
Course Requirements		
<ul style="list-style-type: none"> • Sound literacy skills • Work ethic prepared to read and complete homework • Intention of sitting HSC examination and gaining an ATAR • Students will be issued with N letters if due diligence is not demonstrated throughout the course, including class work, drafting and assessment. 		
Who should I contact for further information?	Mrs D. De Redder (Head Teacher English)	

English Studies – 2 Unit		ATAR
Board Developed Course		
Course Type: Category B	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.</p> <p>Due to changes in the English Studies course, students considering choosing this course should be advised that:</p> <ul style="list-style-type: none"> • English Studies is a Stage 6 Board Developed Course with an optional HSC examination • Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses • Therefore, careful consideration before selecting this subject is advised. 		
Year 11 Course Topics		
<ul style="list-style-type: none"> • Mandatory module: <i>Achieving through English: English in Education, Work and Community</i> to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. • Module F: MiTunes and Text – <i>The Boat that Rocked</i> • Module L: Who Do You Think I am? – <i>The Story of Tom Brennan</i> <p>Assessment tasks: <i>Collection of Work (collected over the entire course), Narrative, Multimodal Presentation.</i></p> <p>Note: <i>Texts are subject to change.</i></p>		
HSC Course Topics		
<ul style="list-style-type: none"> • Common Module: <i>Texts and Human Experiences</i> - Students analyse and explore texts and apply skills in synthesis in a novel study. • Module A: We Are Australians – <i>Henry Lawson, Anh’s Brush with Fame</i> • Module J: In the Marketplace <p>Assessment tasks: <i>Narrative, Collection of Work, Multimodal presentation, Feature Article.</i></p> <p>Note: <i>Texts are subject to change.</i></p>		
Course Requirements		
<ul style="list-style-type: none"> • Students have the option of sitting the HSC examination. However, it is recommended that students who are considering sitting the HSC examination, select the Standard course of study to acquire the skills required to achieve a successful ATAR. • Students will be issued with N letters if due diligence is not demonstrated throughout the course, including class work, drafting and assessment. • Consistent attendance and/or use of Google Classroom resources is required to meet the <i>Collection of Work</i> Assessment task. 		
Who should I contact for further information?	Mrs D. De Redder (Head Teacher English)	

English Extension – 1 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.</p> <p>In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.</p> <p>In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.</p> <p>In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.</p>		
Year 11 Course Topics		
The course has one mandatory module: Texts, Culture and Value as well as a related research project.		
Assessment Tasks: <i>Narrative, Essay, Multimodal Presentation.</i>		
HSC Course Topics		
<p>The English Extension 1 course has one common module, <i>Literary Worlds</i> Students also study one elective chosen from the five electives offered for study, In 2023, it will be: Reimagined worlds.</p> <p>Assessment Tasks: <i>Imaginative response & critical reflection, Critical response with related text, Trial Examination.</i></p> <p>The English Extension 2 course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.</p> <p>Assessment Tasks: <i>Vive Voce, Literature Review, Critique of the creative process.</i></p>		
Course Requirements		
<p>Prerequisites:</p> <p>(a) English Advanced (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12 (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2.</p> <p>Note: Students electing to study Extension English in Year 11 do not have to study Extension subjects in Year 12.</p> <p>Students will be issued with N letters if due diligence is not demonstrated throughout the course, including class work, drafting and assessment.</p>		
Who should I contact for further information?	Mrs D. De Redder (Head Teacher English)	

Food Technology – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation and the design, implementation and evaluation of food solutions.</p>		
How will this course help me in the future?		
<ul style="list-style-type: none"> • Dietician, Chef, Hospitality Industry, Food Technologist, Teacher, Lecturer, Health, Nursing, Nutritionist, Travel Industry, Researcher, Public Relations Officer, Food/Health Inspector. 		
Preliminary Course Topics		
<ul style="list-style-type: none"> • Food Availability and Selection • Food Quality • Nutrition 		
HSC Course Topics		
<ul style="list-style-type: none"> • The Australian Food Industry; • Food Manufacture; • Food Product Development • Option - Contemporary Food Issues 		
Course Requirements		
<p>It is a mandatory requirement that students undertake practical activities which will occur on a regular basis.</p> <p>Cost: \$6 per practical activity.</p>		
Who should I contact for further information?	Mrs A. Gillett (TAS) Mrs S. Woods (Head Teacher TAS)	

Geography – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>Geography is an investigation of the world that provides an accurate description and interpretation of the varied character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions that take place in our world. Geography has many dimensions, two of which are emphasised in this syllabus:</p> <ul style="list-style-type: none"> • The ecological dimension considers how humans interact with environments. • The spatial dimension focuses on where things are, why they are there and how people interact differently with environments in different places. <p>Geographers investigate the opportunities for human activities, the constraints placed upon them and the impact of these activities. The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world</p>		
Preliminary Course Topics		
<ul style="list-style-type: none"> • Biophysical Interactions – how biophysical processes contribute to sustainable management. • Global Challenges – geographical study of issues at a global scale. • Senior Geography Project – a geographical study of student’s own choosing. 		
HSC Course Topics		
<ul style="list-style-type: none"> • Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection. • Urban Places (33%) – study of cities and urban dynamics. • People and Economic Activity (33%) – geographic study of economic activity in a local and global context. <p style="text-align: center;">Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>		
Course Requirements		
Students will be assessed through tests and examinations, research tasks, fieldwork, a Senior Geography Project and an external examination.		
Who should I contact for further information?	Mrs G. Byrne (Head Teacher HSIE)	

Investigating Science - 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>The Investigating Science course has been designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The module 'Working Scientifically' develops skills and investigates the processes and their applications that have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives. Investigating science in years 11 and 12 will enable students to develop and appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide us with an ability to understand ourselves and the world in which we live. Applying the Working Scientifically skills processes the aim of the course is to develop analytical and problem-solving skills, to allow decisions to made with the rapidly changing and interconnected technological world. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5.</p>		
Preliminary Course Topics		
Cause and Effect – Observing Cause and Effect – Inferences and Generalisations Scientific Models Theories and Laws		
HSC Course Topics		
Scientific Investigations Technologies Fact or Fallacy? Science and Society		
Course Requirements		
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations and in-depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> • undertaking laboratory experiments, including the use of appropriate digital technologies • fieldwork. <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> • locating and accessing a wide range of secondary data and/or information • using and reorganising secondary data and/or information. 		
Who should I contact for further information?	Mrs L. Newsome (Head Teacher Science)	

Legal Studies – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution, and the role of the individual. 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.</p>		
Preliminary Course Topics		
<ul style="list-style-type: none"> • Part I – The Legal System (40% of course time) • Part II – The Individual and the Law (30% of course time) • Part III – The Law in Practice (30% of course time) • 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/or Part II. 		
HSC Course Topics		
<p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies, which consider how changes in societies influence law reform. Legal Studies may involve excursions and study days. Key themes incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.</p> <p style="text-align: center;">Key themes incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.</p>		
Course Requirements		
Students will be assessed through tests and examinations, research tasks, media reports and files, oral reports, fieldwork and external examination.		
Who should I contact for further information?	Mrs G. Byrne (Head Teacher HSIE)	

Mathematics Advanced – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
Prerequisites:		
<p>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 <i>Mathematics Years 7–10 Syllabus</i> 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 and Properties of Geometrical Shapes.</p>		
Course Description:		
<p>The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.</p> <p>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.</p> <p>All students studying the Mathematics Advanced course will sit for an HSC examination.</p> <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> ▪ 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. 		
Preliminary Course Topics		
<ul style="list-style-type: none"> ▪ Functions: Working with Functions ▪ Trigonometric Functions: Trigonometry and Measure of Angles; Trigonometric Functions and Identities ▪ Calculus: Introduction to Differentiation ▪ Exponential and Logarithmic Functions: Logarithms and Exponentials ▪ Statistical Analysis: Probability and Discrete Probability Distributions 		
HSC Course Topics		
<ul style="list-style-type: none"> ▪ Functions: Graphing Techniques ▪ Trigonometric Functions: Trigonometric Functions and Graphs ▪ Calculus: Differential Calculus, The Second Derivative, Integral Calculus ▪ Financial Mathematics: Modelling Financial Situations ▪ Statistical Analysis: Descriptive Statistics and Bivariate Data Analysis, Random Variables 		
Course Requirements		
3 Assessment tasks in year 11 and 4 tasks in year 12.		
Exclusions:		
Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.		
Who should I contact for further information?	Mr R. Preston (Relieving Head Teacher Mathematics)	

Mathematics Standard – 2 Unit		ATAR, Optional ATAR
Board Developed Course		
Course Type: Category A or B	Duration: 2 Year School Delivered	

What will I be doing in this course?

The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

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

The Mathematics Standard Year 11 course comprises of four Topics, with the Topics divided into Subtopics.

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

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

HSC Mathematics Standard 1 Course (category B)

optional ATAR

The study of Mathematics Standard 1 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 an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.
- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).
- Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol \diamond .
- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.
- To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

HSC Course Topics and Subtopics:

- Algebra: Types of Relationships
- Measurement: Right-angled Triangles; Rates; Scale Drawings
- Financial Mathematics: Investment; Depreciation and Loans
- Statistical Analysis: Further Statistical Analysis

HSC Mathematics Standard 2 Course (category A)

ATAR

All students studying the Mathematics Standard 2 course will sit for an HSC examination.

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

The study of Mathematics Standard 2 in Stage 6:

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

The Mathematics Standard 2 Year 12 course content includes the same four Topics of Standard 1 and the additional Topic of Networks. The Topics and Subtopics are:

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

Course Requirements

3 Assessment tasks in year 11 and 4 tasks in year 12.

Exclusions:

Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 or 2 Year 12 course.

Who should I contact for further information?

Mr R. Preston (Relieving Head Teacher Mathematics)

Mathematics Extension 1 – 1 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course.</p> <p>The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.</p> <p>All students studying the Mathematics Extension 1 course will sit for an HSC examination.</p> <p>The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> 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. <p>Prerequisites:</p> <p>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 <i>Mathematics Years 7–10 Syllabus</i> 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,</p>		
Course Topics		
<p>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:</p>		
Preliminary topics		
<ul style="list-style-type: none"> Functions: Further Work with Functions, Polynomials Trigonometric Functions: Inverse Trigonometric Functions, Further Trigonometric Identities Calculus: Rates of Change Combinatorics: Working with Combinatorics 		
HSC topics		
<ul style="list-style-type: none"> Proof: Proof by Mathematical Induction Vectors: Introduction to Vectors Trigonometric Functions: Trigonometric Equations Calculus: Further Calculus Skills, Applications of Calculus Statistical Analysis: The Binomial Distribution 		
Course Requirements		
<p>3 Assessment tasks in year 11 and 4 tasks in year 12.</p> <p>Exclusions:</p> <p>Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1, Mathematics Standard 2 or Numeracy CEC course.</p>		
Who should I contact for further information?	Mr R. Preston (Relieving Head Teacher Mathematics)	

Mathematics Extension 2 (HSC) – 1 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 1 Year School Delivered	
What will I be doing in this course?		
<p>The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.</p> <p>The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.</p> <p>All students studying the Mathematics Extension 2 course will sit for an HSC examination.</p> <p>The study of Mathematics Extension 2 in Stage 6:</p> <ul style="list-style-type: none"> 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. <p>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.</p>		
Preliminary Course Topics		
Only studied at HSC level		
HSC Course Topics		
<p>The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:</p> <ul style="list-style-type: none"> Proof: The Nature of Proof, Further Proof by Mathematical Induction Vectors: Further Work with Vectors Complex Numbers: Introduction to Complex Numbers, Using Complex Numbers Calculus: Further Integration Mechanics: Applications of Calculus to Mechanics 		
Course Requirements		
<p>The Year 12 formal school-based assessment program will reflect the following requirements: a maximum of four assessment tasks; the minimum weighting for an individual task is 10%; the maximum weighting for an individual task is 40%; only one task may be a formal written examination with a maximum weighting of 30%; one task must be an assignment or investigation-style with a weighting of 15–30%.</p>		
Who should I contact for further information?	Mr R. Preston (Relieving Head Teacher Mathematics)	

Modern History – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>Modern History is an enquiry into past experiences and aims to help students understand the forces that have shaped the modern world. In this course, you will learn not only what happened in the past but you will consider motives, causes problems and consequences. Students learn to evaluate various types of historical sources and acquire skills that assist in the formulation and communication of logical arguments based on sound knowledge of historical issues.</p>		
Preliminary Course Topics		
<p>This consists of four areas: Investigating Modern History</p> <ol style="list-style-type: none"> 1. The Nature of Modern History, which includes: The Investigation of Historic Sites and Sources; the Contestability of the Past; the Construction of Modern Histories; History and Memory; The Representation and Commemoration of the Past. 2. Case studies - One case study must be from Europe, North America or Australia. One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. 3. Historical Investigation - An investigation that extends a particular area of individual student or group historical interest. 4. The Shaping of the Modern world: which includes: The Enlightenment; the French Revolution; the Age of Imperialism; the Industrial Age; World War I; the End of Empire. 		
HSC Course Topics		
<p>HSC course There are four parts to be covered in this course:</p> <ol style="list-style-type: none"> 1. Core Study: Power and Authority in the Modern World 1919-1946-Through a focus on the nature of power and authority 1919–1946, and a broader transnational perspective, students investigate the rise of fascist, totalitarian and militarist movements after World War I. 2. National Studies: Students choose to study one National Study from a list that includes: China 1927–1949; India 1942–1984; Indonesia 1945–2005; Japan 1904–1937; Iran 1945-1989 3. Peace and Conflict- Students choose to study one from a list that includes: Conflict in Indochina 1954–1979; Conflict in the Pacific 1937–1951; Conflict in the Gulf 1980–2011; The Arab-Israeli Conflict 1948–1996 4. Change in the Modern World - Students choose to study one from a list that includes: Pro-democracy Movement in Burma 1945–2010; The Cultural Revolution to Tiananmen Square 1966–1989; Apartheid in South Africa 1960–1994. <p>A history extension course could be offered in year 12.</p>		
Course Requirements		
<p>Students who study this course will need to have very good essay writing skills or be willing to work to achieve a high level of writing skill. Additionally, students will need to have the ability to analyse sources at a high level.</p>		
Who should I contact for further information?	Mr N. Cowan (HSIE) Mrs G. Byrne (Head Teacher HSIE)	

Music 1 – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>This is a 2 unit category A subject that contributes towards an ATAR without limitation. It is a performance based course giving students the opportunity to engage in a range of musical styles including contemporary popular music.</p> <p>The content of the syllabus is set out according to the musical concepts of:</p> <ul style="list-style-type: none"> • duration • pitch • dynamics and expressive techniques • tone colour • texture • structure. 		
Preliminary Course Topics		
<p>In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p> <p>Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.</p> <p>While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.</p>		
HSC Course Topics		
<p>In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p> <p>Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.</p> <p>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.</p>		
Course Requirements		
Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.		
Who should I contact for further information?	Mr D. McKean (Music) Mr R. Taylor (Head Teacher Music/PDHPE)	

Personal Development, Health and Physical Education - 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>		
Preliminary Course Topics		
<p>Preliminary Course Core Topic (70%) Meanings of Health & Physical Activity Better Health for Individuals The Body in Motion</p> <p>Options Component (30%) - 2 options from: First Aid Composition and Performance Fitness Choices Outdoor Recreation</p>		
HSC Course Topics		
<p>HSC Course Core Topic (60%) Health Priorities in Australia Factors Affecting Performance</p> <p>Options Component (40%) - 2 options from The Health of Young People Sport and Physical Activity in Australian Society Sports Medicine Improving Performance Equity and Health</p>		
Course Requirements		
<p>An interest in human movement and individual and community health issues. The course is theory based and is academically demanding. This course is an excellent foundation for employment in the health industry. NESAs have made considerable changes to assessments from 2018. You will be notified as soon as possible of these changes.</p>		
Who should I contact for further information?	Mr R. Taylor (Head Teacher PDHPE)	

Physics – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>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.</p> <p>The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.</p>		
Preliminary Course Topics		
<p>Module 1 Kinematics Module 2 Dynamics Module 3 Waves and Thermodynamics Module 4 Electricity and Magnetism</p>		
HSC Course Topics		
<p>Module 5 Advanced Mechanics Module 6 Electromagnetism Module 7 The Nature of Light Module 8 From the Universe to the Atom</p>		
Course Requirements		
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations and in-depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> • undertaking laboratory experiments, including the use of appropriate digital technologies • fieldwork. <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> • locating and accessing a wide range of secondary data and/or information • using and reorganising secondary data and/or information. 		
Who should I contact for further information?	Mrs L. Newsome (Head Teacher Science)	

Society and Culture – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>Society and Culture is a course which allows you to discover yourself. Throughout the course you learn more about yourself as an individual; a family member; an adolescent and as a member of your peer group or subculture. The course subject matter examines relationships which we all encounter as people and citizens. You will learn how to acquire the skills and knowledge that will allow you to become a socially literate person who understands how societies and cultures operate. Society and Culture draws on cross-disciplinary concepts and social research methodologies from anthropology, communication, cultural studies, media studies, philosophy, psychology, social ecology and sociology.</p>		
Preliminary Course Topics		
<p>Consists of three compulsory sections:</p> <ul style="list-style-type: none"> • The Social and Cultural World (30% of course time) • Personal and Social Identity (40% of course time) • Intercultural Communication (30% of course time) 		
HSC Course Topics		
<p>Core</p> <ul style="list-style-type: none"> • Personal Interest Project (30% of course time) • Social and Cultural Continuity and Change (30% of course time) • Depth Studies (40% of course time) TWO to be chosen from the following: <ul style="list-style-type: none"> ○ Popular Culture ○ Belief Systems and Ideologies ○ Social Inclusion and Exclusion ○ Social Conformity and Nonconformity 		
Course Requirements		
<p>A significant proportion of assessment is the Personal Interest Project (PIP), which will be worth 40% of the assessment total. This project is externally marked in Sydney and must be submitted on time. Internal assessment will consist of examinations, social and cultural research tasks and oral tasks.</p>		
Who should I contact for further information?	Mrs K. Gaden (HSIE) Mrs G. Byrne (Head Teacher HSIE)	

Textiles and Design – 2 Unit			ATAR
Board Developed Course			
Course Type:	Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?			
<p>Textiles and Design is the study of technologies and the industries that use them in the production of materials and finished goods. It is intended that students will gain knowledge through practical experience. Therefore, emphasis is placed upon the process of making practical judgements to gain an appreciation of this technological era.</p> <p>In the Preliminary and HSC course, students will study design, properties and performance of textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p> <p>In the HSC course, students will select from one focus area (apparel, furnishings, costume, textile art and non-apparel) and complete a Major Textiles Project with supporting documentation.</p>			
How will this course help me in the future?			
This course will assist students who wish to take up careers in the textiles industry. Examples include fashion design, fabric designing and textiles technology.			
Preliminary Course Topics			
<ul style="list-style-type: none"> • Design - generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and the project, and management of time and resources • Properties and Performance of Textiles - analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information • Australian Textile, Clothing, Footwear and Allied Industries - industry overview – past, present, future and quality and value of textiles 			
HSC Course Topics			
<ul style="list-style-type: none"> • Design - fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designer • Properties and Performance of Textiles- end-use applications, innovations and emerging textile technologies • Australian Textile, Clothing, Footwear and Allied Industries- appropriate textile technology and environmental sustainability, current issues, marketplace <p>Major Textiles Project - students select one focus area through which they develop a project, which includes supporting documentation and textile item/s: apparel or furnishings or costume or textile arts or non-apparel</p>			
Course Requirements			
<p>HSC Major Textiles Project - students will demonstrate the development of manipulative, graphical, communication, research, decision-making, management and manufacturing skills.</p> <p>Associated Cost – will depend on the materials used by the students.</p>			
Who should I contact for further information?		<p>Mrs N. Muggleton (TAS) Mrs S. Woods (Head Teacher TAS)</p>	

Visual Arts – 2 Unit		ATAR
Board Developed Course		
Course Type: Category A	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>Senior Visual Art is an exciting subject choice for those wishing to expand their knowledge and skills in the Arts. It is suitable for creative and organized students who want to express their ideas in a visual way. The Preliminary course is broadly focused, students study a range of artists and art periods, and explore a range of media including sculpture, painting, drawing, photography and printing. The HSC course provides for more complex investigations and students become more self-directed in developing their own artworks, culminating in a major project called a 'body of work'. 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.</p>		
Year 11 Course Topics		
<p>Preliminary Course learning opportunities focus on:</p> <ul style="list-style-type: none"> -Developing skills in a range of art-making practice, including painting, drawing, photography, printing and sculpture. An introduction to a wide range of materials and processes in order to develop skills for HSC. -Exploring the role and function of artists, artworks, the world and audiences in the art world in criticism. -Understanding the different ways the visual arts may be interpreted and how students might develop their own informed points of view in their art-making. -Initiating artworks that are meaningful and respond to the world around them. 		
Year 12 Course Topics		
<p>HSC Course learning opportunities focus on:</p> <ul style="list-style-type: none"> -Exploring an independent practice in art making, art criticism, and art history. Students will work on developing their own Body of Work, this is independent work and it is crucial that students are able to organize their time and resources. -Developing informed points of view in increasingly independent ways. -Investigating how relationships between artists, artworks, the world and audiences function and how these can strengthen ideas in students own practice. -Initiating and then resolving a body of work, that displays very good skill levels and communication of ideas 		
Course Requirements		
<p>Assessment: Both year 11 and Year 12 Courses have a 50% art criticism and 50% art practical weighting.</p> <p>Year 11 Course: Artworks in at least two expressive forms and use of a process diary, with a focus on drawing. A broad investigation of ideas in art making, art criticism and art history.</p> <p>Year 12 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.</p>		
Who should I contact for further information?	Mrs S. Woods (Head Teacher TAS)	



Part 3

Vocational Education and Training Courses

Category B

ONLY ONE of the VET or TVET Framework courses can be counted towards an ATAR

VET / TVET Information for 2023

Statistics show that choosing a VET course puts you on the road to success. It is an equivalent option to University studies and the range of opportunities available through the study of VET broadens your career pathways. Courses in vocational education allow students to gain nationally-recognised qualifications as well as achieving unit credit towards the HSC and a possible ATAR.

What courses can I study?

The following pages outline the range and details of courses on offer across the New England Region and the schools/TAFE where the courses may be delivered face-to-face, on-line or through flexible delivery in 2023.

Flexible delivery could be a mixed mode of studying including combinations of self paced learning, distance delivery or visits to a quality training facility where students access industry level equipment for short blocks of training.

To ensure the quality of delivery, vocational training can only be delivered through Registered Training Organisations (RTOs). All courses delivered must appear on the Scope of Registration of the RTO and these are outlined on following pages.

Can I choose to study a course delivered at a school other than my home school?

Some schools negotiate to provide a greater range of VET courses to senior students through local cooperation. These courses would then be delivered at a time and place to suit the students from each school.

If you wish to enrol in a course offered by another school, or through a flexible delivery method, you should discuss this with your subject/careers adviser.

What courses are delivered by schools?

State schools are accredited to deliver a range of courses called Industry Curriculum Framework (ICF) courses. The courses delivered at our school are Construction, Entertainment, Hospitality, Information and Digital Technology, and Primary Industries.

Upon successful completion you may also be awarded a Certificate I or II under the Australian Qualifications Framework (AQF), a valuable qualification recognised by all other registered training organisations and industry throughout Australia. As a school leaver this will open a diverse range of further education and training options.

All framework courses require a period of work placement, allowing you to gain experience and a real understanding of the industry.

Under the rules for the HSC, you can include one of these courses in your ATAR calculation.

What courses are delivered at TAFE?

TAFE delivered courses for senior students cover a wide range of industry areas, allowing the needs of a varied group of students to be met. The majority of courses provide students with credit towards an AQF Certificate I or II. All are drawn from accredited training packages and provide students with industry recognition and credit towards ongoing training, enabling completion of further vocational qualifications faster.

Not all TAFE courses require a period of work placement or may be counted towards Universities Admission Index (ATAR) calculation. Please refer to specific course information in the booklet.

Students should not regard TAFE and other VET courses as an easy option. All HSC courses require a serious commitment and regular attendance to gain maximum benefit.

When will TAFE classes be held?

Local schools have timetabled to provide for students to attend TAFE classes. Some classes will continue past normal school closing times. Please speak to your Careers Adviser for specific details, including travel arrangements.

HSC Assessment

The Higher School Certificate (HSC) examination for Industry Curriculum Framework courses (240 hours) will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from the examinable units of competency identified in the HSC examination specifications in Part A of NESA syllabus.

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 AQF qualifications.

The HSC examination is optional and need only be undertaken by students wishing to achieve an ATAR. Please see your Careers Adviser or VET Coordinator for further information.

How will assessment take place?

Assessments for VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency. Students must demonstrate to a qualified assessor (the VET teacher) that they can effectively carry out the various tasks to the standard required in the appropriate industry. When students have demonstrated these standards they are assessed as competent.

Competencies are generally assessed in groups rather than individually.

Additional Support for Students with Disabilities

School authorities provide equitable access to HSC VET courses for students with disabilities. The decision by a student with a disability to undertake a course should be carefully planned involving the student, parents or carers, teachers and student services personnel. This ensures that the student selects a course that meets individual interest, ability and need.

Students with a disability may participate in TVET courses when they are undertaking a pattern of study leading to the award of a HSC. This includes students who are undertaking Life Skills courses. To be considered for additional disability funding in a TVET course, the student must meet the disability criteria and submit an application for additional support.

Appeals Process

Students have access to an appeals process if they feel in any way dissatisfied with the assessment process. Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between student and assessor/s. Both sides of the story can be shared and any misunderstandings clarified. If not resolved by discussion between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve the concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the Principal clearly stating the grounds for appeal. The appeal must be lodged within five days of the date of assessment.

All appeal submissions must be recorded by the school. At the request of the school an appeals panel is convened to review the assessment process and to decide whether or not there are justifiable grounds for appeal. The panel may call for the student and the assessor to present their views in person before reaching a decision.

The panel will comprise of:

- A qualified VET teacher from another school
- an RTO representative, and
- A community representative.

The student is to be informed in writing the outcomes of any appeals including the reasons for the decisions.

If the student's appeal is upheld, the RTO arranges a re-assessment process with the student. The student should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, the student has the right to lodge a further appeal with New England Region RTO. When this course of action is taken all assessment records and details of the appeal process need to be made available to the training authority to assist them in their deliberations.

Course Costs

Your school will provide information about fees attached to VET courses and your school's refund policy. If cost is a barrier to you undertaking this vocational course, talk to your school's VET Coordinator.

Recognition of Existing Skills

If you have already completed all or part of a similar vocational course elsewhere, perhaps at TAFE, we will recognise your previous studies and results. You will not have to repeat that training and assessment.

You will need to produce evidence, for example a result notice, certificate or competency logbook.

If through previous work or life experiences, you have already developed high level skills in this course area we may be able to recognise those skills. If so, you would not have to repeat that training. However, we will need to assess your skills to ensure they are at industry standard.

If you wish to apply for **Recognition of Prior Learning** for any competencies see your VET teacher.

What is involved in Work Placement?

Work placement is a mandatory component of the VET Industry Curriculum Framework courses for the HSC qualification. It provides the student with the opportunity to practice the skills learnt at school in the workplace and access a broad range of industry standard equipment.

Hours in the workplace are determined by the number of units in a course. For a 240 hr course students must complete approximately 70 hours in the workplace. If a student chooses a VET course for year 11 only it is important that the work placement is completed in the same year.

If you do not complete the work placement you will not be awarded the HSC for that subject.



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

By enrolling in a VET qualification with Public Schools NSW, 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 TAS.

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

Recommended Entry Requirements

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

Construction, Plumbing and Services Training Package (CPC 6.6) Units of Competency

Core Units

CPCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry
CPCCOM1012	Work effectively and sustainably in the Construction Industry
CPCCOM1013	Plan and organise work
CPCCVE1011	Undertake a basic construction project
CPCCOM1015	Carry out measurement and calculations

Elective Units

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

White Card

CPCCWHS1001 - Prepare to work safely in the construction industry.

The General Construction Induction Training (White Card) will be delivered as part of this course.

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

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

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

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

Examples of occupations in the construction industry:

This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites:

Carpentry

Joinery

Builder's labourer

Bricklaying

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

COURSE COST:

Preliminary - \$25.00

HSC - \$25.00

White Card - \$35.00

Refunds

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

Students are expected to wear leather boots and PPE at all times – students will need to purchase their own boots, PPE provided by the school.

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

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

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:-**Entertainment Industry**
 Board Developed Course

2 or 4 Preliminary and/or HSC units in total
 Category B for Australian Tertiary Admission Rank (ATAR) Statement of Attainment 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 [CUA30420 - Certificate III in Live Production and Technical Services](#).

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 15 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 entertainment industry. 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 units

- BSBPEF301 Organise personal work priorities
- CUAIND311 Work effectively in the creative arts industry
- CUAIND314 Plan a career in the creative arts industry
- CUAPPR314 Participate in collaborative creative projects
- CPCCWHS1001 Prepare to work safely in the construction industry

Elective units (Sample of electives that may be included)

- CUAWHS312 Apply work health and safety practices
- SITXCCS006 Provide service to customers
- CUALGT311 Operate basic lighting
- CUASTA311 Assist with production operations for live performances
- CUASOU331 Undertake live audio operations
- CUAVSS312 Operate vision systems
- CUASMT311 Work effectively backstage during performances
- CUASOU306 Operate sound reinforcement systems

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 Live production and Technical Services Industry involves:

- Technical production
- customer (client) service
- teamwork
- using digital technologies
- creating documents

Examples of occupations in the Live Production and Technical Services Industry:

There are many career choices across the entertainment industry. Some jobs are highly creative or technical, while others are management or customer service oriented. Expertise in technical production is sought after in a range of live performance and event contexts. Key industry priorities are to ensure maintenance and improvement of technical skills and expand capacity to utilise opportunities offered by digital technology, as well as training and development for a new generation of skilled workers to meet workforce needs. Examples are: Front of House Assistant, Technical Assistant (Productions), Special Effects Assistant, Assistant Sound Technician, Follow Spot Operator, Runner, Props Assistant, Technical Production Assistant (Remote Area), Sound Assistant, Assistant Scenic Artist, Stagehand, Lighting, Audio and Staging Assistant, Production Crew, Stage Door Attendant, and Lighting Systems Technician. It also provides a pathway to other roles in similar work environments.

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. The HSC specialisation study includes an additional 60 hours of course work.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Entertainment Industry 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 - \$25.00 HSC - \$25.00

Students are expected to wear leather shoes or boots

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>



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

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

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

By enrolling in a VET qualification with Public Schools NSW, 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

Core		Electives	
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
- catering assistant
- fast food cook
- sandwich hand
- take-away cook
- 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 & HSC - \$6.00 per week or \$50.00 per term.
Students are required to wear a full chef's uniform for each prac lesson. These may be purchased or hired.

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>

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

By enrolling in a VET qualification with Public Schools NSW, 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 - \$0 HSC - \$0

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>

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

Course: Primary Industries
 Board Developed Course (240 hour)

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

By enrolling in a VET qualification with Public Schools NSW, 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 AHC20116 Certificate II in Agriculture (Release 7) <https://training.gov.au/Training/Details/AHC20116>

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

Recommended Entry Requirements

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

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

Core			
AHCWHS201	Participate in work health and safety processes	AHCMOM202	Operate tractors
AHCWRK204	Work effectively in the industry	AHCMOM304	Operate machinery and equipment
AHCWRK209	Participate in environmentally sustainable work practices.	AHCLSK211	Provide feed for livestock
Electives		AHCLSK209	Monitor water supplies
AHCWRK205	Participate in workplace communications	AHCINF202	Install, maintain and repair farm fencing
AHCWRK201	Observe and report on weather	AHCINF201	Carry out basic electric fencing operations
AHCPMG201	Treat weeds	AHC BIO201	Inspect and clean machinery for plant, animal and soil
AHCCHM201	Apply chemicals under supervision		
Healthy Livestock			
AHCLSK202	Care for health and welfare of livestock		
AHCLSK205	Handle livestock using basic techniques		
AHCLSK206	Identify and mark livestock		
AHCLSK204	Carry out regular livestock observations		

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

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

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

Examples of occupations in the agricultural industry:

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

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$0 HSC - \$0
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>

Virtual VET Courses

What are virtual VET courses

These courses combine teacher-led virtual classrooms with workshops and work placements across a range of exciting courses for growth industries.

The aim is to connect secondary students across NSW with the skills they'll need to fill the jobs of the future.

Virtual VET courses offer the following benefits:

- An opportunity to complete a nationally recognised vocational education and training (VET) qualification that contributes to the HSC.
- The opportunity to undertake an HSC examination and have the result potentially contribute to the ATAR as a Category B subject.
- A teacher-led virtual classroom.
- Scheduled workshops for practical, hands-on skills (where applicable).
- 24/7 access to content.
- Collaboration with other students around NSW via the virtual classroom environment.
- Some of the courses offer access to more demanding content from higher level qualifications not usually associated with traditional VET courses for school students.
- Access to leading industry software, simulated workplaces and tools.

Why are these courses being offered?

These courses teach in-demand skills that employers want, and are future-focused, and geared towards emerging and growth industries.

Students can get:

- a head-start in their career
- explore a potential career or ignite a passion
- a pathway to further study and potential employment in growth industries.

These courses provide schools with additional curriculum options to meet the needs of their students.

They are designed for senior secondary school students, with the interest, maturity and skills to engage effectively in the learning.

The courses commence in 2023, delivered across two-years and will be first examined in 2023.

For more information on each of the courses visit:

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/virtual-vet-courses>

School Based Traineeships (SBT)

What is a School Based Traineeship? (SBT)

A school-based trainee is a student enrolled in the Higher School Certificate (HSC) who also undertakes a traineeship. The formal training component of the traineeship provides HSC unit credit.

A school-based trainee is employed by a local employer and attends formal training at a TAFE college, school or other training provided by a Registered Training Organisation.

The time students spend in work for a school-based traineeship may vary from one traineeship area to another and from one week to another. The actual pattern of time spent at work will be negotiated between the employer, the student and the school.

Traineeships are available in a very extensive range of industry areas. If you are not sure contact your Careers Adviser for more information.

How long is a School Based Traineeship?

School based part-time trainees are required to complete approximately 800 hours of work and off the job training. It is expected that a typical school based part-time traineeship will be 24 months long, however it is up to the employer to determine the length of the traineeship.

For students doing a 3 year “pathways” HSC, the traineeship may be completed over 36 months. The industrial award under which the trainee is indentured determines the training wage.

School Based Apprenticeships (SBA)

What is a School Based Apprenticeship?

The key features of an apprenticeship in NSW are as follows:

Apprenticeships are work based training programs that combine work and structured training.

Apprenticeships are recognised and administered in NSW under the Traineeship and Apprenticeship legislation.

All Apprenticeships include the following:

- Paid employment
- Training Contract signed and registered by DET NSW
- Training Plan from the RTO leading to a national qualification.

Apprentices are required to complete a minimum of 100 – 175 working days of work throughout the Training Contract. These hours may commence prior to Year 11 and extend to the end of January immediately following the HSC examinations.

What is A School Based Apprentice?

A School Based Apprentice is a student undertaking the Higher School Certificate (HSC) who also undertakes a part time apprenticeship. The formal training component of this Apprenticeship provides HSC unit credit. The actual time spent at school, TAFE and work will be negotiated between the Employer, the Student and the School. Usually this is a mixture of School, TAFE and one day per week in the workplace plus additional periods during holiday periods if required to complete on the job hours.

Stage one is completed as part of the HSC and the apprenticeship is continued after the completion of the HSC.

What are the benefits for a School Based Part-time Trainee or Apprentice?

A work-based program which provides three qualifications:

A nationally recognised VET qualification under the Australian Quality training framework (AQF) Certificate of Proficiency (workplace competent and proficient)

Credit towards the HSC and possibly towards the ATAR. Earn while you learn

Start a career while still at school

If you are interested and committed to meeting the requirements of a SBT contact your careers adviser or the coordinator at your local New England Region Office for more information. The SBT coordinator at the New England Region Office can assist with the initial set up of the traineeship and guide the student/school through the process. Your Vocational Education Consultant can also assist with this program.

By studying vocational education courses, you gain nationally recognised industry qualifications in addition to your HSC...

For more information see Miss Clark



Part 4

Board Endorsed Courses

NO ATAR

Please see the TVET booklet available on the Parent Information night to see other Board Endorsed Courses offered as TVET.

NONE of these courses can be counted towards your ATAR



2023 FITNESS COURSE DESCRIPTION
SIS30321 Statement of attainment towards Certificate III in Fitness
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: **Fitness**
 Board Endorsed Course

2 and 4 Preliminary and/or HSC units in total;
 Does not contribute towards Australian Tertiary Admission Rank

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 SIS30321 Certificate III in Fitness - <https://training.gov.au/Training/Details/SIS30321>

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

Sports, fitness and Recreation training package (SIS 5.0) Units of Competency

Core

BSBPEF301 Organise personal work priorities
 HLTAID011 Provide first aid
 HLTWHS001 Participate in workplace health and safety
 SISFFIT032 Complete pre-exercise screening and service orientation
 SISFFIT033 Complete client fitness assessments
 SISFFIT035 Plan group exercise sessions
 SISFFIT036 Instruct group exercise sessions
 SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise
 SISFFIT052 Provide healthy eating information

Elective units

SISXIND001 Work effectively in sport, fitness and recreation environments
 SISXFAC002 Maintain sport, fitness and recreation facilities
 SISXCAI009 Instruct strength and conditioning techniques

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

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

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres

Examples of occupations in the Fitness Industry

- The role of group and gym fitness instructors. - Planning and delivering group exercise sessions - Developing gym-based programs for individuals

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 the 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.

NIL

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>

Numeracy CEC – 2 Unit		NO ATAR
Board Endorsed Course		
Course Type: Category BEC	Duration: 2 Year School Delivered	
What will I be doing in this course?		
<p>This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy. Students who have already met the HSC minimum standard in numeracy will be better placed studying Mathematics Standard or Advanced in Year 11.</p> <p>The Numeracy course will be structured as a 2 unit course that will allow delivery as a 120-hour course for Year 11, or as a 240-hour course across Years 11 and 12.</p> <p>The course will count towards the Higher School Certificate and appear on the student's Record of Achievement. Where students request a Record of School Achievement (RoSA), the Numeracy course will be listed with their other Stage 6 courses.</p>		
Preliminary and HSC Course Topics		
<p>The Numeracy Stage 6 Content Endorsed Course is a new course focused on the development and consolidation of core numeracy skills. These skills will be developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy.</p>		
Course Requirements		
<p>The Numeracy course is a Content Endorsed Course (CEC). CECs are developed by NESA to address particular needs and may cater for a wide candidature of students. CECs are not externally examined, and results are not eligible for inclusion in the calculation of the Australian Tertiary Admissions Rank (ATAR).</p> <p>As a CEC, there will be no HSC examination for the Numeracy course. Assessment will be school-based. Teachers will award a grade in Year 11 using the Common Grade Scale and an assessment mark in Year 12 using the Performance Descriptions for reporting achievement.</p> <p>The Numeracy course could be studied as a stand-alone course or in conjunction with the Mathematics Standard course, where the student would benefit from additional learning opportunities to strengthen their numeracy development.</p> <p>It is anticipated that students undertaking Mathematics Advanced or higher courses have already consolidated essential numeracy skills and would not benefit from studying this course.</p>		
Who should I contact for further information?	Mr R. Preston (Relieving Head Teacher Mathematics)	

Visual Design – 2 Unit			NO ATAR
Board Endorsed Course			
Course Type:	Category BEC	Duration: 2 Year School Delivered	
What will I be doing in this course?			
<p>This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.</p>			
Year 11 Course Topics			
<p>Modules may be selected in any of the four broad fields of:</p> <ul style="list-style-type: none"> • graphic design • wearable design • product design • interior/exterior design. 			
Year 12 Course Topics			
<p>The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.</p>			
Course Requirements			
<p>This is a 70% practical and 30% theory course with a focus on developing students own skills in photography.</p> <p>Will be working with a variety of mediums and may need to supply their own materials at times.</p>			
Who should I contact for further information?			Mrs S. Woods (Head Teacher TAS)

<h1>Work Studies – 1 or 2 Unit</h1> <p>1 year (Preliminary or HSC) – 1 unit 30 hours 1 year (Preliminary or HSC) – 2 unit 60 hours 2 year (Preliminary or HSC) – 1 unit 60 hours 2 year (Preliminary or HSC) – 2 unit 120 hours</p>		<h2>NO ATAR</h2>
Course Type:	Category BEC	Duration: 2 Year School Delivered
<h3>What will I be doing in this course?</h3> <p>This course provides students with opportunities explore the world of work in all its forms – paid and unpaid – how it 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.</p>		
<h3>Year 11 Course Topics</h3> <ul style="list-style-type: none"> • In the Workplace • Preparing Job Applications • Workplace Communication • Teamwork and Enterprise Skills • Experiencing Work 		
<h3>Year 12 Course Topics</h3> <ul style="list-style-type: none"> • Managing Work and Life Commitments • Personal Finance • Workplace Issues (the prerequisite module is In the Workplace) • Self-Employment (the prerequisite module is Managing Work and Life Commitments) • Team Enterprise Project (the prerequisite module is Teamwork and Enterprise Skills) • Experiencing Work 		
<h3>Course Requirements</h3>		
Who should I contact for further information?		Mrs G. Byrne (Head Teacher HSIE)