

Senior Curriculum Advantage

Manning Valley Public High Schools

Working Together for Success

Chatham High • Taree High • Wingham High



Senior Study Guide 2017

Manning Valley Public High Schools Working Together for Success

Senior Curriculum Advantage

The Manning Valley Public High Schools (MVPHS), Chatham High School, Taree High School and Wingham High School, have developed a partnership to enhance the learning opportunities for senior students.

“Working Together for Success” is an initiative which aims to maintain and extend the range of subjects students can study across the three high schools and at TAFE. In the past, a class may not have been formed in a subject at a particular school because insufficient numbers of students chose that subject. Under this initiative students from all three schools can combine to form a viable class.

Senior students may choose to remain at one school only or to access courses at other “host” schools. To accommodate this initiative some classes may commence before the normal start of the school day and some may continue beyond the normal finishing time. Students involved in such classes are provided with time off in lieu during their normal school day.

“Working Together for Success” provides many advantages for students without them having to change their home school. It retains the essential fabric and uniqueness of the three Manning Valley High Schools and acknowledges the cultural, social and historical significance of each school to its community.



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1. Studying for the Higher School Certificate (HSC)

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE NSW, it offers a full range of study areas matching individual abilities, interests and goals.

Full details of the BOSTES HSC Rules can be found in the Assessment, Certification and Examination (ACE) Manual. The manual is available from your school or on the BOSTES website, www.boardofstudies.nsw.edu.au.

To be eligible to enter for the HSC you must:

- hold a NSW Record of Student Achievement (RoSA) or its equivalent; or
- be granted provisional eligibility.

In order to receive the HSC you must:

- study an approved pattern of Preliminary and HSC courses;
- have a satisfactory record of attendance and application in each course;
- satisfactorily undertake the school's Assessment program in each course; and
- complete a required number of Preliminary and HSC courses. Five HSC courses to be completed within five years of first sitting for an HSC exam.

Preliminary courses are those usually taken in Year 11 and do not have an external examination. In 2017 grades will be awarded for Preliminary courses.

HSC courses are usually taken in Year 12 and end with an HSC examination. The study of HSC courses usually commences in Term 4 of Year 11.

You must complete the Preliminary course in a subject before undertaking the HSC course in that subject. In some circumstances both the Preliminary and HSC component of a subject can be studied in one year.

Vocational Education and Training (VET) courses are not classified as Preliminary or HSC and can be studied in either year.

1.1 Course Patterns

Most courses offered for the Higher School Certificate have a 2 unit Preliminary and a 2 unit HSC component. Each 2 unit course requires approximately 120 hours per year, or four hours per week, of classroom study.

Extension study is available in English, Mathematics, History, Music, some languages and some VET courses in the Preliminary and/or HSC years. Extension courses are designed to build on the content of the 2 unit course and require students to develop greater competence and understanding.

VET courses may be counted as either Preliminary or HSC courses.

There are two main types of courses:

Board Developed Courses

These are courses for which the BOSTES develops a syllabus, setting out the aims, objectives, outcomes, structure and content. Most Board Developed HSC courses, including the VET Framework courses, may contribute to the calculation of the ATAR. All Board Developed Courses at MVPHS are delivered at school, except Accounting, Automotive, Electrotechnology and Tourism which are TAFE delivered.

Life Skills courses are Board Developed courses that are specially designed to meet the needs of students within the context of an individual transition-planning process. They are not examined externally, and do not contribute to an ATAR.

Board Endorsed Courses

There are two types of Board Endorsed Courses: Content Endorsed and locally developed. Most of the courses available at MVPHS are Content Endorsed Courses that have syllabuses endorsed by the BOSTES to cater for areas of special interest. Some courses delivered by TAFE are locally designed courses that have been approved by the BOSTES.

All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of Achievement. However, Board Endorsed Courses do not count towards calculation of the ATAR, as there is no external exam and assessment is school based.

There are several Board Endorsed Courses delivered by schools and many delivered by TAFE NSW within the MVPHS.

Footnote.

1. Board of Studies, Teaching & Educational Standards (BOSTES).

1.2 Requirements for the Award of the Higher School Certificate

English is the only compulsory Higher School Certificate subject.

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least:

- 12 units in your Preliminary study pattern (Year 11 – 3 terms)
- 10 units in your HSC pattern. (Year 12 – 4 terms starting Term 4 Year 11)

Both study patterns 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 unit value or greater
- at least four subjects
- only one Category B subject may be used in calculation of an ATAR.

No more than six units of Science courses can be studied in any one year.

Oral, practical and project work required for specific courses and the assessment requirements for each course must be completed.

A serious attempt at the required Higher School Certificate examinations must be made.

1.3 Accumulation of the Higher School Certificate

Students may accumulate an HSC over a five year period. The five year period will commence in the first year a student attempts an HSC examination or completes an HSC VET course.

Students accumulating an HSC will receive a Results Notice for each calendar year of study. The cumulative record will record all Preliminary and HSC courses satisfactorily completed including repeat attempts. In cases where a subject is repeated, the mark of the final attempt is the mark counted in the ATAR.

1.4 Vocational Education and Training (VET)

Vocational Education and Training (VET) courses teach industry specific skills that are relevant to future study and employment. These are competency based and allow students to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation. The AQF qualifications are recognised by industry and employers throughout Australia and give students advanced standing in related study at other VET providers. A workplace component is a compulsory part of all VET Framework courses.

There are several Industries Curriculum Framework courses that are based on Industry Training Packages. The courses from these Frameworks are Board Developed (Category B). Students must study the 240 hour course, complete 70 hours of workplacement and undertake the optional written examination to have the course contribute to the ATAR calculation.

The Industries Curriculum Framework courses available are:

- Construction
- Hospitality
- Entertainment
- Metal and Engineering
- Retail Services
- Business Services
- Primary Industries

Other VET courses available are offered through TAFE NSW (referred to as TVET courses). These include both Board Developed and Board Endorsed courses. The courses available locally may change from year to year. See your Careers Adviser for details.

1.5 School Based Apprenticeship or Traineeship as part of your HSC

School Based Apprenticeships Traineeships and (SBATs) provide students with the opportunity to gain a nationally recognised Vocational Education and Training (VET) qualification as well as their HSC, and gain valuable work skills and experience through paid employment.

Completing a school based traineeship or apprenticeship during the HSC provides students with an insight into the type of career they might like and helps them to make better career decisions. Vocational courses equip students with knowledge and skills valued by employers, and makes students more job ready.

SBATs are generally commenced at the beginning of Year 11 and involve enrolment in a VET course alongside paid part-time employment with a business in the appropriate industry. An SBAT can contribute 4-6 units towards the HSC.

SBATs are available in many different industries with some of the more popular ones being Hospitality, Aged Care, Retail, Business Services, Animal Studies and Construction. For more information please talk to your Careers Adviser or visit the website <http://sbatinnsw.info/>.

1.6 Delivery

Manning Valley Public High Schools (MVPHS)

Students at each campus of MVPHS have a wide variety of courses and subject combinations from which to choose their senior studies program. Most students will study all their courses at one school. However, because of the coordination of timetables across all schools, it is possible to access some courses at other schools of the MVPHS.

This enables students to have a much wider choice of subjects than is possible at any single school. These “shared” courses run in one or two blocks of time each week. Classes may operate at any time between 8.00am and 4.30pm. Attendance is required at all lessons. One missed lesson equals a week of course content missed.

Students who select courses delivered on more than one campus must consider their selection carefully as significantly more commitment is needed to study away from their home campus.

The MVPHS will assist in providing transport between schools. Transport is not provided to and from the students’ home address and their host school. As well, course fees apply for materials used by students.

TAFE NSW

For many years HSC students from campuses of MVPHS have included in their program courses that are studied at TAFE NSW (TVET). These VET courses are dual accredited, giving both HSC and AQF qualifications, and advanced standing for further study at TAFE. Courses run in 4 hour sessions once a week. Students must arrange their own transport to and from TAFE classes. School bus passes cannot be used.

Important points to consider when selecting TVET courses

- Block delivery of course hours - 4 hours one afternoon per week (usually 1.00 - 5.00pm) or all day on Fridays.
- Adult learning environment - students take responsibility for their own learning at tertiary level.
- Be informed about course content!
- Read all course information available from your Careers Adviser/TAFE prospectus.
- Attendance is required at all lessons. One missed lesson equals a week of course content missed.

1.7 Enrolment Procedures for Year 11 at MVPHS

The MVPHS Curriculum Provision for Year 11 booklet provides details of the courses offered.

All students wishing to study at a school of MVPHS in Year 11 are asked to submit a Subject Selection Form, detailing their proposed subject choices. All students have priority placement in Years 11 and 12 at the campus they have attended for their junior years.

All applicants attend an interview, which includes career guidance and assistance to help students choose the most suitable subject combination.

Confirmation of placements and subject choices are made by the end of Term 3.

1.8 Australian Tertiary Admission Rank (ATAR)

The ATAR is a number (not a mark) that indicates a student’s position in relation to their Year 7 cohort, including students who did not complete Year 12. The ATAR allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to tertiary courses.

To be eligible for an ATAR students must satisfactorily complete at least 10 units of ATAR courses including at least 2 units of English and 8 units of Board Developed Courses. The ATAR is based on an aggregate of scaled marks (average of examination and assessment marks) in ten units of ATAR 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 are included.

ATAR courses are Board Developed Courses for which there are examinations conducted by the BOSTES that yield a graded assessment. ATAR courses are classified as either Category A or Category B. Category B courses at MVPHS are: Business Services, Construction, Entertainment, Hospitality, Information Technology, Metal and Engineering, Primary Industries and Retail.

1.9 Assessment and Reporting

The HSC is based on a standards referenced framework. Student performance is assessed and reported against standards of achievement established for each course.

School-based assessment tasks constitute 50% of the HSC mark. The other 50% comes from the HSC examination. The HSC mark for 2 unit courses is reported on a scale of 0 to 100. A mark of 50 represents the minimum standard expected. There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6 corresponds to the highest level of achievement, indicating a range of marks between 90 and 100.

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

The Higher School Certificate Testamur

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

The Record of Achievement

The document listing the results of each HSC course satisfactorily completed.

Course Reports

Reports of marks, the performance scale and band descriptors for each course.

AQF Certificate in VET

Certificate or Statement of Attainment for each VET course studied showing modules successfully completed.

1.10 Where to go for Help

- Head Teachers, course teachers and course coordinators at your school for advice about the content of particular subjects.
- Careers Adviser at your school for advice on careers, tertiary institution requirements, TAFE NSW courses, and VET courses.
- MVPHS Project Officer at your school will assist you regarding curriculum requirements, subject combinations and study at more than one school.
- Your parents.
- BOSTES Liaison Officer on 9367 8356 or www.boardofstudies.nsw.edu.au.
- The Regional Vocational Education Consultant.
- University Entry Requirements Year 10 Booklet produced by University Admission Centre (UAC) at www.uac.edu.au.
- TVET Coordinator at your school.

The course descriptions that follow are intended as a guide to help you select your subjects. The arrangements for particular courses and electives offered may vary from one school to another and it is your responsibility to seek specific information from your own preferred school. Classes can only be formed where sufficient students select the particular course. The fact that a course is listed here is not a commitment to run the course in a particular year.

2. Summary of Courses offered

2.1 Board Developed Courses, School Delivered

Course	Units	ATAR	Page No.
Aboriginal Studies	2 in Year 11 and 12	Yes	11
Ancient History History HSC Extension	2 in Year 11 and 12 1 in Year 12 only	Yes	11
Agriculture	2 in Year 11 and 12	Yes	12
Biology	2 in Year 11 and 12	Yes	12
Business Studies	2 in Year 11 and 12	Yes	13
Chemistry	2 in Year 11 and 12	Yes	13
Community and Family Studies	2 in Year 11 and 12	Yes	14
Design & Technology	2 in Year 11 and 12	Yes	14
Drama	2 in Year 11 and 12	Yes	15
Earth and Environmental Science	2 in Year 11 and 12	Yes	15
Economics	2 in Year 11 and 12	Yes	16
Engineering Studies	2 in Year 11 and 12	Yes	16
English Advanced	2 in Year 11 and 12	Yes	17
Standard	2 in Year 11 and 12	Yes	17
English Studies	2 in Year 11 and 12	No	18
Preliminary Extension	1 in Year 11 only	Yes	18
HSC Extension 1	1 in Year 12 only	Yes	18
HSC Extension 2	1 in year 12 only	Yes	19
Food Technology	2 in Year 11 and 12	Yes	19
French Beginners	2 in Year 11 and 12	Yes	19
French Continuers	2 in Year 11 and 12	Yes	20
Geography	2 in Year 11 and 12	Yes	20
History Extension	1 in Year 12 only	Yes	21
Industrial Technology	2 in Year 11 and 12	Yes	21
Information Processes and Technology	2 in Year 11 and 12	Yes	22
Legal Studies	2 in Year 11 and 12	Yes	22
Mathematics Mathematics	2 in Year 11 and 12	Yes	23
General Mathematics 1	2 in Year 11 and 12	Yes	23
General Mathematics 2	2 in Year 11 and 12	Yes	23
Preliminary Extension	1 in Year 11 only	Yes	24
HSC Extension 1	1 in Year 12 only	Yes	24
HSC Extension 2	1 in Year 12 only	Yes	24
Modern History	2 in Year 11 and 12	Yes	25
History HSC Extension	1 in Year 12 only	Yes	25
Music 1	2 in Year 11 and 12	Yes	26
Personal Development, Health & Physical Education (PDHPE)	2 in Year 11 and 12	Yes	26

Course	Units	ATAR	Page No.
Physics	2 in Year 11 and 12	Yes	27
Senior Science	2 in Year 11 and 12	Yes	27
Society and Culture	2 in Year 11 and 12	Yes	28
Software Design and Development	2 in Year 11 and 12	Yes	28
Spanish Beginners	2 in Year 11 and 12	Yes	29
Textiles and Design	2 in Year 11 and 12	Yes	30
Visual Arts	2 in Year 11 and 12	Yes	30
Vocational Education and Training (VET) Courses			
Cert 11 in Business - Business Services	2 in Year 11 and/or 12	Yes Category B	38
Cert 11 in Construction Pathways - Construction	2 in Year 11 and/or 12	Yes Category B	40
Cert 1 in Engineering - Metal and Engineering	2 in Year 11 and/or 12	Yes Category B	42
Cert 111 Creative Arts and Culture - Entertainment Industry	2 in Year 11 and/or 12	Yes Category B	44
Cert 11 in Kitchen Operations - Hospitality	2 in Year 11 and /or 12	Yes Category B	46
Hospitality Extension (School Delivered)	1 in Year 12 only	No	
Cert 11 in Agriculture - Primary Industries	2 in Year 11 and/or 12	Yes Category B	48
Cert 11 in Retail - Retail Services	2 in Year 11 and/or 12	Yes Category B	50

2. Board Endorsed Courses, School Delivered

Ceramics	2 in Year 11 and/or 12	No	33
Computing Applications	2 in Year 11 and/or 12	No	33
Exploring Early Childhood	2 in Year 11 and/or 12	No	34
Photography, Video & Digital Imaging	1 or 2 in Year 11 and/or 12	No	34
Sport Lifestyle and Recreation Studies	1 or 2 in Year 11 and/or 12	No	35
Visual Design	2 in Year 11 and/or 12	No	35
Work Studies	2 in Year 11 and 12	No	36
Vocational Education and Training (VET) Courses			
Cert 11 in Sport Coaching - Sport Coaching	1 or 2 in Year 11 and/or 12	No	52

3. Details of Courses

3.1 Board Developed Courses

These are courses for which the BOSTES develops a syllabus, setting out the aims, objectives, outcomes, structure and content.

Board Developed Courses are all delivered at school, except Financial Services, Automotive, Electrotechnology and Tourism which are TAFE delivered. See section 3.3 Vocational Education and Training (VET) for more details.

Most Board Developed HSC courses, including the VET Framework courses, may contribute to the calculation of the ATAR.



Aboriginal Studies

2 Units in each of Preliminary and HSC
Board Developed Course



What will I be doing in this course?

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

The Preliminary course covers:

- Aboriginality and the Land
- Aboriginal Heritage and Identity
- International Indigenous Community
- Research and Inquiry Methods

The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study national and international indigenous communities. Students apply research and inquiry methods through the completion of a major project that will include a log documenting all work completed.

The HSC course covers:

- Core case studies in a global perspective of Social Justice and Human Rights Issues across 2 topics chosen from health, education, housing, employment, criminal justice and economic independence.
- Elective study in Aboriginality and the Land or Aboriginal Heritage and Identity
- Major Project

What should I be able to do at the end of this course?

- Understand significant issues related to Aboriginal peoples
- Investigate issues from a variety of sources including the use of information technology
- Conduct fieldwork including community consultation
- Analyse and evaluate information from a variety of perspectives
- Communicate information effectively using a variety of media
- Develop informed and responsible values and attitudes about social justice, intercultural understanding, empathy with Aboriginal peoples' experiences and views and ethical practices.

How will this course help me in the future?

The knowledge, skills and competencies developed in Aboriginal Studies are useful in courses studied at University and TAFE NSW,

the world of work and for everyday life. They are particularly applicable to law, policing, teaching, medicine, nursing, environmental studies, travel and tourism, communications, social work and journalism.



Ancient History

2 Units in each of Preliminary and HSC
and an optional 1 Unit HSC Extension

Board Developed Course

What will I be doing in this course?

The Preliminary course is structured for students to investigate:

- People, groups, events, institutions, societies and historical sites from the ancient world
- Archaeological and written evidence and the methods used by historians and archaeologists.

It covers:

Part I: Investigating the Past; History, Archaeology and Science and at least one Case Study.

Part II: Ancient Societies Sites and Sources: at least one option from a different civilisation to that in the Case Study.

Part III: Historical Investigation.

In the HSC course, students use archaeological and written evidence to investigate a Personality, an Ancient Society and a Historical Period. It requires study of at least two of the following civilisations: Egypt, Near East, Greece and Rome.

Part I Core: Cities of Vesuvius - Pompeii and Herculaneum.

Part II: One Ancient Society.

Part III: One Personality in Their Times.

Part IV: One Historical Period..

What should I be able to do at the end of this course?

- Collect, analyse and organise information
- Communicate ideas and information clearly in both written and oral forms
- Plan and organise activities
- Work with others as part of a team
- Use appropriate information technologies
- Understand the influence of the ancient past on the present and the future
- Understand, value and respect different viewpoints, ways of living, beliefs and languages.

How will this course help me in the future?

Skills developed in the study of Ancient History are useful in a range of courses studied at university and TAFE NSW as well as in the workforce and everyday life. They are particularly applicable to law, teaching, medicine, travel and tourism,

librarianship, communications, social work and journalism. A high level of achievement in Ancient History is a good indicator of success at tertiary level in a wide range of courses.

Agriculture

2 Units in each of Preliminary and HSC Board Developed Course



What will I be doing in this course?

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.

- Overview of Australian Agriculture (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%).

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.

Core Topics (70%):

- Plant/Animal Production (45%)
- Farm/Product Study (25%).

Optional components (30%):

- Choose 2 Electives (15% each)
 - Agribusiness
 - Animal Management
 - Horticulture
 - Innovation and Diversification
 - Plant Management
 - Sustainable Land and Resource Management

or

- Research Project (30%).

Components include both a project report and process journal. Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time. If the research project option is undertaken, a project report and process journal must be submitted to the BOSTES.

What should I be able to do at the end of this course?

- Be familiar with the Agriculture industry and career structures within the industry
- Seek and attain suitable and rewarding employment in an agricultural workplace
- Function competently and confidently within an agricultural setting

- Have knowledge and skills required to perform a range of tasks in a variety of agricultural environments
- Continue studies in agriculture at a tertiary level.

How will this course help me in the future?

The skills and knowledge gained in this course equip students well for direct entry into the workforce. This course allows students to pursue opportunities to continue studies at either TAFE or university levels.

Biology

2 Units in each of Preliminary and HSC Board Developed Course



Exclusion: Preliminary Senior Science

What will I be doing in this course?

Biology is the study of living organisms and life processes and interactions between organisms and their environment.

The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and use for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent. The Preliminary course includes a field study related to local terrestrial and aquatic environments.

The Preliminary course covers:

- A Local Ecosystem
- Patterns in Nature
- Life on Earth
- Evolution of Australian Biota.

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which the inheritance of characteristics are transmitted from generation to generation. The options cover a wide variety of interest topics and draw on developments in technology to examine areas of current research.

The HSC course core topics are:

- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health

And one option from: Communication; Biotechnology; Genetics: The Code Broken; The Human Story; Biochemistry.

Practical experiences should occupy a minimum of 80 hours of teaching time across both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

What should I be able to do at the end of this course?

- Understand and critically appraise biological information

- Collect, analyse and organise information
- Apply skills in observation, manipulation and experimental design
- Work effectively as an individual and as a team member
- Appropriately use terminology and reporting styles to communicate information
- Solve problems relating to key biological concepts

How will this course help me in the future?

Skills developed in Biology are useful in a range of courses studied at university and TAFE NSW, as well as in the workforce and everyday life.

When combined with Physics or Chemistry, Biology provides useful skills and knowledge for a range of careers including biological science, medical science, health, environmental science, food science, biotechnology and pharmacy.

Business Studies

2 Units in each of Preliminary and HSC

Board Developed Course



What will I be doing in this course?

As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large business. Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for either tertiary study or future employment.

In the Preliminary course students study:

- Nature of Business - the nature role and structure of business.
- Business Management - the nature and responsibilities of management.
- Business Planning - the role of planning within a business.

The HSC course covers:

- Business Operations - investigation of effective operations management for businesses.
- Marketing - the nature and role of marketing
- Finance - the role of financial management, analysis and planning within a business.
- Human Resources - the nature of effective and efficient employment relations in business.

What should I be able to do at the end of the course?

By completing this course students will develop general and specific skills, including research, analysis, problem solving, decision making, critical thinking and communication. These skills enhance their confidence and ability to participate

effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity.

How will this course help me in the future?

The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and TAFE NSW as well as in the workforce and everyday life. There are opportunities for students to gain credit transfer in certificate and diploma courses at TAFE NSW. Business Studies helps to prepare students for employment and full and active participation as citizens.

Chemistry

2 Units in each of Preliminary and HSC

Board Developed Course



Exclusion: Preliminary Senior Science

What will I be doing in this course?

Chemistry is the study of the physical and chemical properties of substances, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

The Preliminary course develops a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students' understanding of the Earth's resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds.

The Preliminary course covers:

- The Chemical Earth
- Metals
- Water
- Energy

The HSC course builds on the concepts developed in the Preliminary course, expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the type and effect of chemicals that have been released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a variety of interest topics and draw on the increased information and understandings provided by improved technology to examine areas of current research.

The HSC course core topics are:

- Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management.

One option must be chosen from: Industrial Chemistry; The Biochemistry of Movement; Shipwrecks Corrosion and

Conservation; The Chemistry of Art; Forensic Chemistry.

Practical experiences should occupy a minimum of 80 hours of teaching time across both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

What should I be able to do at the end of this course?

- Understand and critically appraise basic concepts of chemistry
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data-loggers to access information
- Appropriately use terminology and reporting styles to communicate information
- Work effectively as an individual and as a team member

How will this course help me in the future?

This course is highly recommended preparation for many science based tertiary courses. It is especially appropriate for students interested in chemistry, biochemistry, environmental sciences, medicine, health sciences, food science, metallurgy and chemical engineering.

Community and Family Studies

2 units for each of Preliminary and HSC

Board Developed Course



What will I be doing in this course?

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

The Preliminary course covers:

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

The HSC course covers:

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

- One of the following HSC option modules:
- Family and Societal Interactions, Social Impact of Technology and Individuals and Work

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management

What should I be able to do at the end of this course?

- Manage resources and take action to support the needs of individuals, groups and families in Australian society
- Understand the influence of a range of societal factors on individuals and the nature of groups, families and communities
- Demonstrate research skills
- Demonstrate skills in critical thinking and the ability to take responsible action to promote well being
- Appreciate the diversity and inter-dependence of individuals, groups, families and communities.

How will this course help me in the future?

This course develops skills and understanding that is relevant to life after school. It helps students to set goals and make decisions about themselves, their families and the community. It is relevant to a wide range of further study at both TAFE and university and has particular application in careers such as Business Management, Human Resource Management, Teaching, Social Work, Nursing, Counselling and Marketing.

Design and Technology

2 Units in each of Preliminary and HSC

Board Developed Course



What will I be doing in this course?

Students study design processes, design theory and factors in relation to design projects.

In the Preliminary course students study designing and producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques. It includes the completion of at least two design projects.

The HSC course includes studies in innovation and emerging technologies, including a case study. The study of designing and producing culminates in the development and realisation of a Major Design Project. The project folio includes the major project proposal and management, project development and realisation and project evaluation.

What should I be able to do at the end of the course?

- Understand design theory and processes
- Understand and appreciate the interrelationship between design, society and the environment
- Understand innovation and entrepreneurial activity in a range of contexts
- Apply skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities
- Demonstrate knowledge and understanding about current and emerging technologies in a variety of settings.

How will this course help me in the future?

Design and Technology provides pathways to employment and further education. It may lead to careers in a range of design fields including industrial design, graphic design, architecture, advertising, marketing and business management. Design and Technology gives advanced standing in a number of certificate and diploma courses at TAFE NSW.

This course requires a fee, plus resources purchased for individual tasks

Drama**2 Units in each of Preliminary and HSC****Board Developed Course**

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

What will I be doing in this course?

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

The Preliminary course covers:

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

The HSC Course involves theoretical study through practical workshops exploring theme, issues, styles and movement.

- Australian Drama and Theatre
- Studies in Drama and Theatre
- The Group Performance (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.
- The Individual Project where students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design (costume design; set design;

- promotion and program; lighting design) or Performance or Script-writing or Video Drama.

What will I be able to do at the end of the course?

- Make and perform different styles of drama
- Critically study drama and theatre
- Work both independently and with others in teams to plan and organise activities
- Solve problems
- Collect, analyse and organise information and communicate ideas and information.

How will this course help me in the future?

Students who wish to pursue a career in theatre or the entertainment industry, or in public relations and media communications can gain experience and confidence through this course.

Earth and Environmental Science**2 Units in each of Preliminary and HSC****Board Developed Course**

Exclusion: Preliminary Senior Science

What will I be doing in this course?

Earth and Environmental Science is the study of the planet Earth, its processes and its environment.

The Preliminary course develops knowledge of the physical and chemical features of the environment, the available resources and human impact on Australian environments and the interplay between the internal and external forces that constantly shape the Earth. It increases students' understanding of these concepts by focusing on the unique nature of the Australian continent, its geology and environments and, in particular, the local environment and the effect of human impact on it. The Preliminary course includes field experience in the identification of landforms, rocks and soil types, as well as how biological factors interact to form the local environment.

The Preliminary course covers:

- Planet Earth and Environment – a five thousand million year journey
- The Local Environment
- Water Issues
- Dynamic Earth.

The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time, current pressures and the effects on the Australian environment and the indicators of environmental ill health. The options cover a wide variety of interest areas and draw on increased information and understanding, provided by improved technology, to examine areas of current research.



The HSC course core topics are:

- Tectonic Impacts
- Environments Through Time
- Caring for the Country

And one option from: Organic Geology – a non-renewable resource; Mining and the Australian environment; Introduced Species and the Australian environment; Oceanography.

Practical experiences should occupy a minimum of 80 hours of teaching time in both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

What should I be able to do at the end of this course?

- Understand and critically evaluate basic concepts about the environment
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data-loggers to access information
- Use terminology and reporting styles appropriately to communicate information
- Work effectively as an individual and as a team member.

How will this course help me in the future?

This subject is important preparation for students interested in pursuing further studies in Geology, Engineering, Metallurgy and Environmental Management & Monitoring. It is most useful for university study if taken in combination with another science subject such as Physics or Chemistry. The future of humanity on this planet demands people who are trained to balance sustainable economic development against the preservation of the environment!

Economics

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

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

The Preliminary course covers:

- Introduction to Economics – the nature of economics and the operation of an economy
- Consumers and Business – the role of consumers and

business in the economy

- Markets – the role of markets, demand, supply and competition
- Labour Markets – the workforce and role of labour in the economy
- Financial Markets – the financial market in Australia including the share market
- Government in the Economy – the role of government in the Australian economy.

The HSC course covers:

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

What should I be able to do at the end of the course?

- Demonstrate effective economic thinking that contributes to responsible, competent decision-making in a changing economy
- Investigate and engage in effective analysis and evaluation of economic information
- Communicate economic information, ideas and issues in appropriate form
- Explain the role of government in economic management
- Identify and explain current economic issues

How will this course help me in the future?

Economics is recommended study for anyone contemplating a career in accountancy, business, industrial relations, management, advertising, marketing, real estate or administration. The successful study of Economics will give credit transfer to a range of Business courses at TAFE NSW as well as being recommended study for university study in a business related field. It would also be valuable to those individuals who wish to be self-employed.



Engineering Studies

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics and the scope of the profession. Students study engineering by investigating, both individually and as a team, a range of applications and fields of engineering.



In the Preliminary course, students undertake the study and develop an engineering report for each of 5 modules:

- Three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; braking systems
- One focus module relating to the field of Bio-Engineering
- One school-based elective module.

In the HSC course, students undertake the study and develop an engineering report for each of 5 modules:

- Three application modules (based on engineered products). At least one product is studied from each of the following categories: Civil structures; Personal and public transport; Lifting devices
- Two focus modules relating to the fields of Telecommunications Engineering and Aeronautical Engineering.

What should I be able to do at the end of the course?

- Understand the scope of engineering and the role of the engineer
- Understand engineering principles and appreciate the responsibilities of engineers in society
- Demonstrate communication skills appropriate to engineering practices
- Understand the developments in technology and appreciate their influence on people and engineering practice
- Apply management and problem solving skills in an engineering context
- Apply skills in the application of engineering methodology.

How will this course help me in the future?

Students who undertake Engineering Studies will have the opportunity to follow professional, vocational and employment pathways. The insight and experience associated with Engineering Studies will provide very useful background for further study of engineering at university and should be combined with the study of high levels of Mathematics and Science to be especially useful. Those going into the world of work will benefit from understanding what engineers do, as the work of engineers affects us all.

English Advanced

2 Units in each of Preliminary and HSC

Board Developed Course



What will I be doing in this course?

Students examine the ways that events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different values and attitudes.

They analyse and evaluate texts and the ways they are valued in their contexts.

The Preliminary course has two sections: content common to Standard and Advanced through a unit of work called an Area

of Study; and electives, which comprise 60% of the content.

It requires:

- Study of Australian and other texts
- Exploration of a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film or media or multimedia texts
- A wide reading program involving texts and textual forms composed in and for a wide variety of contexts
- Integrating the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- Engaging in the integrated study of language and text.

The HSC course has two sections: common content consists of one area of study common to both Standard and Advanced courses and Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued.

It requires:

- The close study of at least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts
- A wide range of additional related texts and textual forms.

What will I be able to do at the end of this course?

- Effectively communicate at different levels of complexity
- Comprehend and understand the effects and purposes of a range of textual forms
- Undertake independent research, individual and collaborative learning
- Write coherently in a variety of forms.

How will this course help me in the future?

Communication is the most basic requirement in modern Australian society in any field of further study, employment or life. This is why English is the only subject that is compulsory to study for the HSC. Students who study the Advanced English course will be well equipped for further study of English and related disciplines at university. Success in this demanding course will be a good indicator of success in a large range of courses at TAFE NSW or university.

English Standard

2 Units in each of Preliminary and HSC

Board Developed Course



What will I be doing in this course?

Students explore the ways events, experiences, ideas and processes are represented in and through texts.

They reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

The Preliminary course has two sections: content common to the Standard and Advanced courses, and Electives which comprise 60% of the content.

In requires:

- Study of Australian and other texts
- Exploration of a range of types of text drawn from prose fiction, drama, poetry, non fiction, film or media or multimedia texts
- A wide reading program involving texts and textual forms composed in and for a wide variety of contexts
- Integrating the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- Engaging in the integrated study of language and text.

The HSC Course has two sections: content common to the Standard and Advanced courses, and Modules which provide elective choices.

It requires:

- The close study of at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; non fiction or film or media or multimedia
- A wide range of additional related texts and textual forms

What should I be able to do at the end of this course?

- Understand aspects of meaning from social, cultural, workplace and personal perspectives
- Have skills in composition and response to a wide variety of texts
- Effectively communicate for a range of purposes and audiences to enhance personal, social and vocational life.

How will this course help me in the future?

Communication is the most basic requirement in modern Australian society in any field of further study, employment or life. This is why English is the only subject that is compulsory to study for the HSC. Students who study the Standard English course gain good preparation for further education at TAFE NSW and employment in a wide range of career areas.

Standard English is accepted for entry to all university courses but it is not considered suitable preparation for students who wish to study English at university.

English Studies

2 Units in each of Preliminary and HSC

Board Endorsed Course

NB: This course is not examined externally. This is a non ATAR course

What will I be doing in this course?

English Studies is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives. It offers a comprehensive language experience that is reflected in the modes of reading, writing, speaking, listening, viewing and representing.

The Preliminary course involves the study of a compulsory module

(Achieving through English: English and the worlds of education, careers and community) and the study of 3-5 additional modules.

The HSC course involves the study of a compulsory module (we are Australians, English in citizenship, community and cultural identity) and the study of 3-5 additional modules.

Both courses require students to:

- Read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
- Undertake study of at least one substantial print text and at least one substantial multi-modal text
- Be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- Engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.

What should I be able to do at the end of this course?

- Effectively communicate in a more confident manner (in written and spoken forms)
- Develop an appreciation and enjoyment of literature in all its forms
- Write coherently in a variety of forms
- Develop literacy skills that form the basis of sound practices of investigation and analysis required for adult life.

How will this course help me in the future?

Communication is the most basic requirement in modern Australian society in any field of further study, employment or life. This English course provides the opportunity to develop basic literacy skills within the framework of relevant and 'real life' texts and experiences.

English Preliminary Extension

1 Unit in Preliminary

Preliminary Extension course students examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range on contexts and media.

English HSC Extension 1

1 Unit in HSC

The HSC Extension 1 course has one section. Students must complete one elective chosen from one of the three modules offered for study: Genre; Texts and Ways of Thinking; Language and Values. It requires the study of prescribed texts, as well as a range of other relevant examples.



English HSC Extension 2

1 Unit in HSC

Board Developed Course

Prerequisites:

- English (Advanced) course
- Preliminary English Extension Course is prerequisite for HSC Extension 1 Course
- HSC Extension 1 Course 1 is corequisite for HSC Extension 2 Course

Exclusions: English Standard; Fundamentals of English; English ESL.

In the HSC English Extension 2 course, students develop a sustained composition and document their reflection on this process. It requires students to complete a Major Work and a statement of reflection.

What will I be doing in these courses?

Students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. They explore ideas of value and consider how cultural values and systems of valuation arise.

In the **Preliminary Extension** course students examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

The **HSC Extension 1** course has one section. Students must complete one elective chosen from one of the three modules offered for study: Genre; Texts and Ways of Thinking; Language and Values. It requires the study of prescribed texts, as well as a range of other relevant examples.

In the **HSC English Extension 2** course, students develop a sustained composition and document their reflection on this process. It requires students to complete a Major Work and a statement of reflection.

What will I be able to do at the end of these courses?

- Analyse and trace the relationships between texts
- Become familiar with the codes and conventions of a variety of textual forms
- Discuss these conventions in both the written and oral forms
- Demonstrate refined writing style and write in a sophisticated manner

How will these courses help me in the future?

As the course is analytical in nature, students will develop skills that are relevant to all forms of tertiary study. Students wishing to specialise in English, or other humanities subjects at tertiary level will be well prepared by the Extension English courses.

This course equips them well for direct entry into the work



force in a range of entertainment fields such as film, television, theatre and music. There are direct articulation arrangements with TAFE NSW and students are able to complete a higher TAFE NSW qualification in minimum time and articulate, if they choose, to university.

Food Technology

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

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 solutions to food situations.

It is mandatory that students undertake practical activities in this course.

The Preliminary course covers:

- Food Availability and Selection
- Food Quality
- Nutrition

The HSC course covers:

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

What should I be able to do at the end of the course?

- Make responsible decisions regarding food choices
- Research and analyse information
- Experiment with, communicate, evaluate and manage resources.

How will this course help me in the future?

This course will provide you with the knowledge, skills and attitudes to contribute positively to your own pathways to employment or further education at TAFE NSW or university. The study of Food Technology will give you credit transfer in some certificate and diploma courses at TAFE NSW. Career options might include dietetics, food technology, teaching, and nutrition.

This course requires a fee, plus resources purchased for individual tasks

French Beginners

2 Units in each of Preliminary and HSC

Board Developed Course



Exclusions: French Continuers. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

No knowledge of French is required. Students who select this course must be beginners.

What will I be doing in this course?

In the Preliminary course, students will develop their knowledge and understanding of French across a range of topics, relating to their personal world and the French speaking community. These will be explored through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of French through the four skills. Study may cover new topics or more detailed treatment of topics previously studied.

The external HSC assessment will include a reading and writing paper and a listening and speaking examination .

What should I be able to do at the end of the course?

- Communicate on a personal level with native speakers of French and travel in French-speaking countries
- Participate fully in everyday life and tourist 'survival' situations like catching public transport, seeking medical attention and arranging accommodation
- Understand and appreciate French culture and society
- Further knowledge of French through continued learning or for future employment opportunities

How will this course help me in the future?

The study of French provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, Design, Education, Psychology, Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies. This provides the opportunity to spend a year at an in-country study in French and can result in a double degree.

The ability to move between countries, cultures and languages has increased due to globalisation, ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world and become more accepting of diversity, more respectful of others and more aware of their place in the international community.

French speaking communities have an important economic presence in Australia and are a major trading partner. Australia is also a popular destination for French-speaking tourists. France has a major role in both European and world affairs. French is spoken in 42 countries. It is a significant commercial language throughout Europe. A knowledge of French provides students with opportunities to continue learning and for future employment both domestically and internationally in areas

including commerce, tourism, hospitality and diplomacy.

Learning a language also helps to improve literacy skills in English.



French Continuers

2 Units in each of Preliminary and HSC

Board Developed Course

Prerequisites: RoSA French or equivalent knowledge is assumed. Candidates should have basic reading and writing skills and be able to understand simple conversation.

Exclusions: French Beginners

What will I be doing in this course?

The Preliminary and HSC courses focus on themes and associated topics. Students' skills in and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts. The themes are the individual, the French-speaking communities and the changing world.

Students' language skills are developed through tasks such as conversation, responding to an aural stimulus, responding to a variety of written material, writing for a variety of purposes and studying French culture through texts.

What should I be able to do at the end of the course?

- Communicate with native speakers of French and travel in French-speaking countries
- Exchange information, opinions and experiences in French
- Express ideas through the production of original texts in French
- Analyse, process and respond to texts that are in French
- Understand and appreciate French culture and society
- Apply French language skills in work, further study and leisure activities
- Continue the study of French at tertiary level.

How will this course help me in the future?

See entry for French Beginners.



Geography

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography.

Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues. The course covers: Biophysical Interactions; how biophysical processes contribute to sustainable management and Global Challenges the study of geographical issues on a global scale. The Senior Geography Project is a geographical study of the student's own choosing.

The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrate the relevance of geographical study.

The HSC course covers: Ecosystems at Risk that studies the functioning of ecosystems, their management and protection; Urban Places is a study of cities and urban dynamics; People and Economic Activity in a local and global context.

Key concepts incorporated across all topics are change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

Students complete a Senior Geography Project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Fieldwork reports make up a considerable part of the assessment in both years and attendance and completion of fieldwork are essential, as well as fun.

What should I be able to do at the end of this course?

- Understand the interactions between factors that make up the natural environment and the role of people in environmental change
- Have the skills to observe surroundings and be able to develop strategies for researching existing knowledge
- Gather new knowledge about the environment and the people who depend on it and through your own research framework
- Communicate knowledge through a wide variety of methods.

How will this course help me in the future?

Geography gives students a broad range of skills to interpret the world around them. It also helps to shape their lives so that they maximise their enjoyment of the wonders of nature while minimising the negative impact on the systems that support life on the planet.

All careers, including law, tourism and business will benefit from the study of Geography. The 21st Century is a crucial time in which people must learn to work within their planet's ability to support them. The managers of the future must think globally and act locally. Geography gives them a head start

History Extension

1 Unit in HSC only



Board Developed Course

What will I be doing in this course?

The History Extension course involves the study and evaluation of the ideas and processes used by historians to produce history. In Part I of the course students investigate the question, 'What is history?', through readings compiled in a source book and through one case study. In Part II students design, undertake and communicate a personal historical inquiry. Students must have successfully completed the Preliminary course and be currently studying an HSC course in either Modern or Ancient History to attempt the Extension and must have good research skills and an independent approach to learning to be successful.

What should I be able to do at the end of this course?

HSC History Extension will provide you with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community. In particular, the course will develop many higher order skills and methodologies that are of great value to students intending to undertake tertiary studies and are transferable between disciplines.

Industrial Technology

2 Units in each of Preliminary and HSC



Board Developed Course

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Board Endorsed Courses

What will I be doing in this course?

Industrial Technology consists of project work and an Industry Study, which develops a broad range of skills and knowledge, related to the industry focus area chosen and an introduction to industrial processes and practices.

The Focus Areas include: Automotive Technologies; Electronics Technologies; Graphics Technologies; Metals and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Also students must undertake the study of an individual business within the industry.

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

- Industry Study - structural, historical developments, technical, environmental and sociological factors, personnel issues, Workplace Health and Safety
- Design - elements of design, principles of design, aspects of design, communication techniques and information and communication technologies
- Management and Communication - literacy, calculations, graphics, and project management
- Industry related manufacturing technology

In the HSC course, students must design, develop and construct a Major Project with a management folio. Also they must undertake a study of the overall industry related to the specific focus area.

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

- A Industry study
- B Design, management and communication
- C Production
- D Industry related manufacturing technology.

What else do I need to know about this course?

The marks for this course are eligible for inclusion in the ATAR (Category A).

How will this course help me in the future?

Industrial Technology gives students knowledge and skills in a particular industry and increases job opportunities in a range of practical occupations.

This course requires a fee, plus resources purchased for individual tasks

Information Processes & Technology

2 Units in each of Preliminary and HSC

Board Developed Course



What will I be doing in this course?

Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

The Preliminary course covers:

- Introduction to Information skills and systems: Information Systems in Context; Information Processes; Digital Representation of Data; Classification of Information Systems; Social and Ethical Issues
- Tools for Information processes: Collecting; Organising; Analysing; Storing and Retrieving; Processing; Transmitting and Receiving; Displaying
- Planning, Design and Implementation; Understanding the Problem to be Solved; Making Decisions; Designing Solutions; Implementing; Testing; Evaluating and Maintaining; Social and Ethical Issues
- Personal and Groups Systems and Projects: Personal Information Systems and Group Information Systems.

The HSC Course includes:

- Project(s): Understanding the Problem; Making Decisions; Designing Solutions; Project Management; Social and Ethical Design; Implementing; Testing; Evaluating and

Maintaining

- Information Systems and Databases: Information systems; Examples of Database Information Systems; Organisation Methods; Storage and Retrieval; Other Information Processes; Issues related to Information Systems
- Communication Systems: Characteristics of Communication Systems; Transmitting and Receiving in Communication Systems; Other Information Processes in Communication Systems; Issues Related to Communication Systems
- Option Strands - Students will select two of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems and Multimedia Systems.

What will I be able to do at the end of this course?

- Understand the key concepts of data information systems
- Understand the interactive nature of effective information based systems
- Be aware of available and emerging information technologies
- Appreciate social and ethical issues associated with information technology such as equity and access, privacy and copyright
- Have communication, personal and team skills to ensure that an information systems solution is appropriate for the needs of the user
- Understand related issues such as project management, documentation and user interface.

How will this course help me in the future?

Students who successfully complete Information Processes and Technology will be competent, confident and discriminating users of information processes and technology. They will appreciate the nature of information, it's ethical use and it's impact on many aspects of life. They will be well prepared to pursue further education and employment across a wide range of careers.



Legal Studies

2 Units for each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

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 Preliminary course covers: The Legal System; The Individual and the Law; The Law in Practice.

The HSC course investigates the key areas of law, justice and

human rights through a variety of focus studies that consider how changes in societies influence law reform.

The HSC course covers: Crime; Human Rights; and two options from seven Legal topics: Consumers, Family, Global Environment, Indigenous People, Shelter, Workplace, World Order.

Key themes incorporated across all topics are: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

What should I be able to do at the end of the course?

- Use and understand terms used in the legal process
- Recognise legal problems and demonstrate logical reasoning in applying legal principles
- Develop a working knowledge of the Australian legal system
- Understand the evolution of the current legal system
- Evaluate the effectiveness of our legal system

How will this course help me in the future?

- The course is not designed to prepare you for further study in law but rather prepare you to participate effectively in everyday life. The course is designed to foster intellectual, social and moral development by empowering students to think critically about the role of the law and legal institutions in society. As a consequence of this, legal studies will provide students with an understanding of the legal system, its principles, structures, institutions and processes. It is useful preparation for further study at TAFE NSW or university in a range of areas.

Mathematics

2 Units in each of Preliminary and HSC

Board Developed Course

Prerequisites: The course assumes that students have achieved the outcomes in 5.1 Mathematics course for RoSA.

Exclusions: General Mathematics

What will I be doing in this course?

The course is intended to give students, who have demonstrated a very high level of competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics, which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

The Preliminary course covers: Basic arithmetic and algebra; Real functions; Trigonometric ratios; Linear functions; The

quadratic polynomial and the parabola; Plane geometry; Tangent to a curve and Derivative of a function.

The HSC course covers: Coordinate methods in geometry; Applications of geometrical properties; Geometrical applications of differentiation; Integration; Logarithmic and exponential functions; Applications of calculus to the physical world; Probability, Trigonometric functions, Series and series applications.

What should I be able to do at the end of the course?

- Have confidence to do mathematics, demonstrating an independent and positive approach to mathematics
- Develop an awareness of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society
- Use appropriate logic, problem solving and reasoning skills to analyse and solve a given problem

How will this course help me in the future?

The Mathematics (2 Unit) course provides the minimum basis for entry into university courses requiring mathematics, including courses in science, engineering, computing, economics and business studies. Students intending to do tertiary studies should check recommendations for specific courses. Students who have acquired a very high level of competence in the 5.3 course in Years 9 and 10 and who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should also undertake the Mathematics Extension 1 and/or Extension 2 courses.

General Mathematics 1 and 2

2 Units in each of Preliminary and a choice of ATAR and non-ATAR HSC

Board Developed Course

Prerequisites: The course assumes that students have achieved the outcomes of Trigonometry and Further Algebra of the 5.1 Mathematics course for RoSA.

Exclusions: Students may not study any other Mathematics course in conjunction with General Mathematics.

What will I be doing in this course?

General Mathematics focuses on mathematical skills and techniques that have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.

The Preliminary and HSC courses cover Financial Mathematics, Data Analysis, Measurement, Probability and Algebraic Modelling. There are also areas of Focus Study in each course. In the



Preliminary year these are Mathematics and Communication and Mathematics and Driving. In the HSC year students may choose from HSC General Mathematics 1(a Content Endorsed non-ATAR Course which does not have a formal HSC examination) or HSC General Mathematics 2 (a Board Developed ATAR course with a formal HSC examination). The main difference between these two courses is the contribution and depth of study of the various focus areas. In the HSC General 1 course students cover the focus areas of Mathematics and Design, Household Finances, the Human Body and Personal Resource Usage in less depth than similar areas in the General 2 course. In the General 2 course the five strands are studied in greater depth than the General 1 course and encompass 2 areas of focus study, Mathematics & Health and Mathematics & Resources.

What should I be able to do at the end of this course?

- Deal successfully and confidently with situations involving mathematics
- Apply mathematical skills and techniques to interpret practical situations
- Communicate mathematically in written and/or verbal form
- Become aware of the usefulness of mathematics and appreciate the contribution of mathematics to our society

How will this course help me in the future?

General Mathematics is designed to support vocational courses at TAFE NSW. It provides an appropriate mathematical background for students who wish to undertake university study in the areas of humanities and creative arts. However, this course does not prepare students for further studies in mathematics beyond the HSC and may not be considered suitable preparation for university study in science or business areas. Students should check recommendations for specific tertiary courses.

Mathematics Preliminary Extension

1 Unit in Preliminary

Board Developed Courses

Prerequisites: The course assumes that students have achieved the outcomes in the core and recommended options of the 5.1 Mathematics course for RoSA.

They must concurrently be studying Mathematics 2 Unit in Preliminary and HSC years.

Exclusions: General Mathematics

This course is for students who have acquired an extremely high level of competence in the 5.3 course in Years 9 and 10 and who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering.

The Preliminary Extension 1 course covers: other inequalities; further geometry; further trigonometry; angles between two

lines; internal and external division of lines into given ratios; parametric representation; permutations and combinations; polynomials; harder applications of the Mathematics course.

Mathematics HSC Extension 1

1 Unit in HSC

Board Developed Courses

Prerequisites: The course assumes that students have achieved the outcomes in the core and recommended options of the 5.1 Mathematics course for RoSA.

They must concurrently be studying Mathematics 2 Unit in Preliminary and HSC years.

Exclusions: General Mathematics

This course is for students who have acquired an extremely high level of competence in the 5.3 course in Years 9 and 10 and who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering.

The HSC Extension 1 course covers:

- Methods of integration
- Primitive of $\sin^2 x$ and $\cos^2 x$
- Velocity and acceleration as a function of x
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation.

Mathematics HSC Extension 2

1 Unit in HSC

Board Developed Courses

Prerequisites: The course assumes that students have achieved the outcomes in the core and recommended options of the 5.1 Mathematics course for RoSA.

They must concurrently be studying Mathematics 2 Unit in Preliminary and HSC years.

HSC Extension 1 course is prerequisite for Extension 2 course

Exclusions: General Mathematics

What will I be doing in these courses?

The content of the Extension courses and its depth of treatment indicate that it is intended for students who have demonstrated

Modern History

2 Units in each of Preliminary and HSC and an optional 1 Unit HSC Extension

Board Developed Course



What will I be doing in this course?

The Preliminary course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts as a background for their more specialised HSC studies.

The Preliminary course consists of:

- Part I: Case Studies - at least two with one from Europe, North America or Australia and one from Asia, the Pacific, Africa, the Middle East or Central/South America (50%)
- Part II: Historical Investigation (20%)
- Part III: Core Study that examines The World at the Beginning of the 20th Century (30%).

The HSC course is designed for students to investigate national and international forces for change and continuity in the 20th Century.

The HSC course, focused on the 20th Century, consists of:

- Part I: Core Study which examines World War 1 1914 -1919 (25%)
- Part II: One National Study from USA, Japan, China, Russia/Soviet Union, Germany, India, Indonesia, Australia or South Africa (25%)
- Part III: One Personality in the 20th Century - choose from 27 personalities (25%)
- Part IV: One International Studies in Peace and Conflict, Conflict in the Pacific, Cold War, The United Nations as Peacekeeper, Conflict in South Africa, Arab-Israel Conflict, Conflict in Indochina, Conflict in Europe 1935-1945, Anglo-Irish Relations (25%).

What should I be able to do at the end of the course?

- Use historical terms and concepts
- Identify different interpretations of the past
- Discuss key individuals, significant events, groups and ideas in different nineteenth and twentieth century historical investigations
- Gather evidence from a range of primary and secondary sources in response to specific questions about the modern world
- Use available information technology, such as the World Wide Web, to conduct research
- Analyse and evaluate information from a variety of sources
- Communicate clearly about historical events, both orally and in various written forms
- Present the findings of their research and investigations as a member of a group and as an individual
- Appreciate the contribution of historical studies to an understanding of the modern world

a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce.

The HSC Extension 2 course is designed for students with a special interest in mathematics that have shown that they possess special aptitude for the subject. They must concurrently be studying Mathematics 2 Unit and HSC Extension 1.

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

The main topics covered are: Graphs; Complex Numbers; Conics; Integration; Volumes; Mechanics; Polynomials and harder mathematics Extension 1 topics.

What should I be able to do at the end of these courses?

- Appreciate the intellectually challenging nature of mathematics and experience success in solving difficult problems
- Approach problems requiring complex and abstract mathematics with a positive, inquiring and self-assured attitude
- Apply complex mathematics techniques to a wide variety of challenging problems
- Have confidence in my ability to do mathematics and enjoy seeing mathematics in the world around me
- Be aware of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society

How will this course help me in these courses help me in the future?

The Extension 1 course is a recommended minimum basis for further studies in mathematics as a major discipline at university and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course that is excellent preparation for tertiary study in mathematics or science based courses. Students should check recommendations for specific courses.

How will this course help me in the future?

Skills developed from the study of Modern History are useful in a range of courses studied at university and TAFE NSW as well as in the professional and commercial world. They are especially applicable to law, teaching, medicine, communications, social work and journalism. A high level of achievement in Modern History is a good indicator of success at tertiary level in a wide range of courses.

Music 1**2 units in each of Preliminary and HSC**

Board Developed Course

Prerequisites: Music mandatory course (or equivalent).

Elective Music in year 10 is not required

Exclusions: Music 2

What will I be doing in this course?

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

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

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

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

What should I be able to do at the end of the course?

- Perform at a high level of musicality and technique on their chosen instrument
- Analyse and compare the different styles of contemporary and classical music
- Compose a piece in a variety of contemporary styles.
- Demonstrate an understanding of the historic development of contemporary music

How will this course help me in the future?

Music 1 provides many of the skills required in the diverse fields of the Music industry. Students may progress into music courses at TAFE NSW or university with a good foundation of knowledge and practical skills. Music also provides knowledge and skills to enhance enjoyment of everyday life.

Personal Development, Health & Physical Education (PDHPE)**2 Units in each of Preliminary and HSC**

Board Developed Course

What will I be doing in this course?

The Preliminary course examines a range of areas that underpin health and physical activity. This includes current thinking about health and physical activity, the management of personal health and basic body movement. Students have the opportunity to select two options from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the Preliminary course the core topics are: Better Health for Individuals, The Body in Motion.

The optional component includes two options each from: First Aid, Composition and Performance, Fitness Choices, Outdoor Recreation.

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

The HSC Course covers core topics: health priorities in Australia, factors affecting performance

The optional component includes two options each from: The Health of Young People, Sport and Physical Activity in Australian Society, Sports Medicine, Improving Performance, Equity and Health.

What should I be able to do at the end of the course?

- Understand personal and community health issues
- Understand basic anatomy and physiology
- Have skills in analysis and in the development of personal health
- Be aware of the importance of self confidence, physical well being, self esteem, social and physical motor skills, decision making and developing socially positive attitudes and beliefs.

How will this course help me in the future?

Undertaking this course will provide foundation studies for those students with a special or vocational interest in human movement, and individual and community health issues.

The course would be of great benefit to anyone wishing to take up a career in any of the sport sciences, nursing, coaching or physical education teaching.



Physics

2 Units in each of Preliminary and HSC

Board Developed Course

Exclusion: Preliminary Senior Science



What will I be doing in this course?

Physics investigates natural phenomena and identifies patterns and applies them in a wide range of interesting contexts, models, principles and laws to explain their behaviour.

The Preliminary course develops a knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students' understanding of current communication technologies, the use of electricity in the home, interaction involving vehicles, such as car crashes and the mechanisms that maintain the physical conditions of planet Earth.

The Preliminary course covers:

- The World Communicates
- Electrical Energy in the Home
- Moving About
- The Cosmic Engine.

The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics.

The HSC course has core topics:

- Space
- Motors & Generators
- From Ideas to Implementation
- And one option from: Geophysics; Medical Physics; Astrophysics; From Quanta to Quarks; The Age of Silicon.

Practical experiences should occupy a minimum of 80 hours of teaching time in both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

The study of Physics requires students to have a strong background in science and mathematics in Year 10. It is a demanding subject requiring a solid foundation in these disciplines and a strong commitment to study.

What should I be able to do at the end of this course?

- Understand and critically appraise basic concepts of modern physics
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data-loggers to access information
- Use terminology and reporting styles appropriately to communicate information
- Work effectively as an individual and as a team member

How will this course help me in the future?

Physics, either studied alone or in combination with another science subject, is highly recommended preparation for many science-based university courses. Students interested in medicine, aviation, engineering and the defence forces should consider selecting Physics.



Senior Science

2 Units in each of Preliminary and HSC or in HSC following the completion of another Preliminary Science course

Board Developed Course

Exclusions: Preliminary courses in Biology, Chemistry, Earth & Environmental Science and Physics

What will I be doing in this course?

The Preliminary course incorporates study of the collection, storage and conservation of water resources, the structure and function of plants with an emphasis on Australian native plants and aspects of human anatomy. It discusses issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems.

The Preliminary course topic covers:

- Water for Living
- Plants
- Humans at Work
- The Local Environment

In the Preliminary study pattern, Senior Science cannot be studied in combination with Biology or Chemistry or Earth & Environmental Science or Physics.

The HSC course examines the range and importance of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies and information systems.

The HSC course has core topics:

- Lifestyle Chemistry
- Medical Technology
- Bionics
- Information Systems

And one option from: Preservatives and Additives; Polymers; Pharmaceuticals; Space Science; Disasters.

The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved elementary to substantial achievement in the RoSA in Science. In the HSC study pattern, students who have completed the Preliminary course in Biology,

Chemistry, Earth & Environmental Science or Physics, may replace it with the HSC course in Senior Science. These students may also study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth & Environmental Science or Physics to a maximum of six science units.

Practical experiences should occupy a minimum of 30% of teaching time in both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

What should I be able to do at the end of the course?

- Understand and critically appraise basic concepts of science
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data-loggers to access information
- Use terminology and reporting styles appropriately to communicate information
- Work effectively as an individual and as a team member
- Solve problems relating to key scientific concepts

How will this course help me in the future?

This course provides an essential background to enable students to understand and appreciate the impact of Science on society. The course is useful in planning for a wide range of careers including infants and primary teaching and ecology studies. Senior Science is not considered suitable preparation for further study at university in science, engineering or applied science, but may provide useful background for the study of social and behavioural sciences and some health sciences such as nursing.

Society and Culture

2 Units in each Preliminary and HSC

Board Developed Course

What will I be doing in this course?

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interactions of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

A requirement of the course is that the research findings are presented for external assessment in year 12, in the Personal Interest Project (PIP), 30% of HSC.

The Preliminary course covers:

- The Social and Cultural World - the interaction between aspects of society and cultures
- Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings
- Intercultural Communication – how people in different cultures interact and communicate.

The HSC course covers a core:

- Social and Cultural Continuity and Change - research and study of the nature, continuity and change of a selected country.
- The Personal Interest Project – an individual research project.

And depth studies, two to be chosen from:

- Popular Culture – the interconnection between individuals and popular culture
- Belief Systems – the role of belief systems in societies, cultures and personal life
- Equality and Difference – the nature of equality and difference in societies and cultures
- Work and Leisure – the nature and role of work and leisure in society

What should I be able to do at the end of the course?

- Demonstrate an understanding of the knowledge, skills, values and attitudes essential to achieving social and cultural literacy via the examination of the interactions between persons, societies, cultures and environments.
- Understand and utilise a range of research methodologies (interviews, questionnaires, surveys etc) to understand their social research.

How will this course help me in the future?

Society and Culture prepares students for immediate transition to work or tertiary study. Students learn to analyse issues, to write reports, to work in teams, to conduct individual research, to communicate with a variety of people in many ways and to understand their place in the global community. The course is relevant for students now and in their future. Society and Culture would be particularly valuable to students who wish to undertake further study in the humanities, social sciences, behavioural sciences, communication, business and law, but would provide useful skills for any university or TAFE NSW course.

Software Design and Development

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

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

The Preliminary course covers:

- Concepts and Issues in the Design and Development of Software: social and ethical issues; hardware and software;



and software development approaches

- Introduction to Software Development: defining the problem and planning software solutions; building software solutions; checking software solutions; and modifying software solutions
- Developing Software Solutions.

The HSC course builds on the Preliminary course and asks students to develop and document software using a variety of data structures and language facilities. Through this they will learn to solve a number of interesting and relevant software problems.

The HSC course covers:

- Development and Impact of Software Solutions: social and ethical issues; and application of software development approaches
- Software Development Cycle: defining and understanding the problem; planning and design of software solutions; implementation of software solutions; testing and evaluation of software solutions; and maintenance of software solutions
- Developing a Solution Package either: Evolution of programming language or the software developer's view of the hardware.

Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course. This course is suited to students who have an interest in programming that is already expressing itself in the amount of time spent at the computer and some ability to solve problems through analysis and design. Students in this course must have access to a computer and the internet for extended periods of time outside classroom periods.

What should I be able to do at the end of this course?

- Design, build, check and modify software solutions using industry standard tools and methods
- Effectively find, evaluate and use web based resources needed for professional development as a software engineer
- Be aware of all relevant issues affecting software engineers.

How will this course help me in the future?

This course provides excellent employment opportunities, both during and after the HSC. It is a thorough introduction to further studies both at TAFE NSW and university. In addition, the design and analysis skills you develop in this course have immediate application in many areas of life and further study.

Spanish Beginners

2 Units in each of Preliminary and HSC

Board Developed Course

Exclusions: Spanish Continuers.

Other eligibility rules apply to the study of this subject. Check

with your teacher or the Board's ACE Manual.

No knowledge of Spanish is required. Students who select this course must be beginners.

What will I be doing in this course?

In the Preliminary course, students develop their knowledge and understanding of Spanish across a range of topics, which will be explored through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of Spanish skills and may cover new topics or more detailed treatment of topics previously studied.

Main topics covered:

- Encounters, meetings and presentations
- At the airport, train station etc
- Discussion of home and daily routine
- Making arrangements and telephoning
- Shopping
- Eating at home and in restaurants
- Leisure activities and ticket purchases
- Discussion of school activities
- Health and accidents
- Holidays and travel
- Discussion of weather, time, dates, days, seasons and numbers.

What should I be able to do at the end of this course?

- Communicate with native speakers of Spanish and travel in Spanish-speaking countries
- Exchange information, opinions and experiences in Spanish
- Express ideas through the production of original texts in Spanish
- Analyse, process and respond to texts that are in Spanish
- Understand and appreciate Spanish culture and society
- Apply Spanish language skills in work, further study and leisure activities
- Continue the study of Spanish at tertiary level.

How will this course help me in the future?

The study of Spanish provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, Design, Education, Psychology, Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies. This provides the opportunity to spend a year at an in-country study in Spanish and can result in a double degree. The ability to move between countries, cultures and languages has increased due to globalisation, ease of travel and advanced information



and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world and become more accepting of diversity, more respectful of others and more aware of their place in the international community.

Australia is also a popular destination for Spanish-speaking tourists. A knowledge of Spanish provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy.

Learning a language also helps to improve literacy skills in English.

Textiles and Design

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian textile industry. Practical experiences are integrated into the Design and Properties and Performance of Textiles areas of study, including experimental work and project work.

The Preliminary course covers:

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI).

The HSC course builds upon the Preliminary course and involves the study of the historical design development, the influence of culture on design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. The course integrates the development of a Major Textiles Project that allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.

The HSC course covers:

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries
- Major Textiles Project

What should I be able to do at the end of the course?

- Know about and understand the functional and aesthetic requirements of textiles for a range of applications
- Have practical skills in design and manipulation of textiles through the use of appropriate technologies
- Apply knowledge and understanding of the properties and

performance of textiles to the development and manufacture of textile items

- Have skills in experimentation
- Know about and understand the Australian Textiles, Clothing, Footwear and Allied Industries
- Appreciate the significance of textiles in society

How will this course help me in the future?

The skills and knowledge acquired are useful for a career in the fashion industry, theatrical design, the textile industry, teaching, fibre and fabric research, craft work in textiles, interior design, advertising, marketing, commercial fabric buying and creative textile works.

This course requires a fee, plus resources purchased for individual tasks.

Visual Arts

2 Units in each of Preliminary and HSC

Board Developed Course

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

What will I be doing in this course?

Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'Body of Work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from a variety of cultures, traditions and times.

The Preliminary course is broadly focused. Students will study artworks in at least two expressive forms and use a process diary. They will also undertake a broad investigation of ideas in art making, art criticism and art history. Their learning opportunities focus on:

- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the art world
- The different ways visual arts may be interpreted and how students might develop their own informed points of view
- How students develop meaning, focus and interest in their work
- Building understandings over time through various investigations and working in different forms.
- The HSC course provides for deeper and more complex investigations. It requires the development of a "Body of Work" and use of a process diary. It includes a minimum of five Case Studies, (4-10 hours each), and deeper and more complex investigations in art making, art criticism and art history. The learning opportunities focus on:
- How students may develop their practice in art making, art criticism, and art history



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

What should I be able to do at the end of the course?

- Present a body of artwork that shows creativity and strength in its concepts and representation of subject matter
- Use art materials with confidence, sensitivity and technical competence
- Initiate an art making process that is sustained and reflective
- Identify an individual approach to art making
- Write about artworks, artists and art styles in art history from different perspectives
- Describe how the relationship between the artist, artwork, the audience and the world creates meaning in art.

How will this course help me in the future?

In Visual Arts, students will develop skills and qualities that are relevant to many situations in the workplace and in further study. This course encourages them to become a critical consumer of contemporary visual culture in a world that is dominated by visual images. They will develop the confidence to express their individuality and acquire the skills to express these in a creative way.

The course encourages tolerance and empathy for different values and beliefs as students participation in Visual Arts will also strengthen their problem-solving and thinking skills especially in the area of visual communication.

This course is recommended background for many university and TAFE NSW courses in Visual Arts and Design.



3.2 Board Endorsed Courses

Board Endorsed Courses have syllabuses endorsed or approved by the BOSTES to cater for areas of special interest. All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of Achievement. However, Board Endorsed Courses do not count towards the calculation of the ATAR, as there is no external examination and assessment is school-based.

There are several Board Endorsed Courses delivered by schools and many delivered by TAFE NSW (known as TVET). Additional TVET subjects may be available and some subjects listed are subject to BOSTES approval.

See the TVET Coordinator at your school and refer to the TAFE prospectus for course details.



Ceramics

2 Units in each of Preliminary and HSC

Board Endorsed Course

School Delivery



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

What will I be doing in this course?

Ceramics offers students a context within which to develop the general competencies and higher-order thinking skills that are necessary for further education, work and everyday life.

In *collecting, analysing and organising information*, students learn to select information to be adapted and shaped in their own investigations of ideas, ceramic practices and works. In *communicating ideas and information*, ceramics students develop skills in representing their ideas in practice and explore different ways of communicating these ideas to audiences of ceramics.

Students of ceramics are constantly *planning and organising activities* in their making and during critical and historical studies. Students learn to plan courses of action in the development of their works, for example, preparing clays for the use in the making of slab pots, organising a working space to use different tools and equipment effectively, or noting the time required for a kiln to reduce in temperature so that it can be unpacked.

In ceramics, students learn to *work with others and in teams* through group work, discussions, research, debates and in the making of collaborative works. Ceramics students learn to use *mathematical ideas and techniques* in judging proportions, sizes, measurements and spatial relationships. They work with glaze technology and kiln work, which require specific mathematical skills and knowledge.

In ceramics students develop skills in *using technology*. These include the traditional technologies including the use of wheels and kilns, those associated with handbuilding and newer digital technologies which can be accessed on the internet for research, visiting websites or exhibitions.

What will I be able to do at the end of this course?

- Understand the characteristics of practice in ceramics in making ceramic pieces and in the critical and historical investigations of this field.
- Identify the role and contribution of the ceramics artist/designer in different cultures..
- Understand, write and talk about the different ways the world can be interpreted in both their own and other artist's ceramic works.
- Describe the role of an audience as a body of critical consumers and appreciate opportunities to view ceramics

What will I be able to do at the end of this course?

- Understand the characteristics of practice in ceramics in making ceramic pieces and in the critical and historical investigations of this field.
- Identify the role and contribution of the ceramics artist/designer in different cultures..
- Understand, write and talk about the different ways the world can be interpreted in both their own and other artist's ceramic works.
- Describe the role of an audience as a body of critical consumers and appreciate opportunities to view ceramics as audience members.
- Write about significant interpretations of ceramic styles and artists in history from different perspectives.

How will this course help me in the future?

In Ceramics students will develop skills and qualities that are relevant to many situations in the workplace and in further study. This course encourages students to become a critical thinker and problem solver in terms of design tasks. They will develop the confidence to express their individuality and acquire these skills to express these in a creative manner.

Computing Applications

2 Units in Preliminary and/or HSC

Board Endorsed Course

School Delivery



Exclusion: Students may not study Information Processes and Technology or Software Design and Development in conjunction with this course.

What will I be doing in this course?

Computing and related information is a 'hands-on' skills-based course aimed at developing the student's abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas.

What should I be able to do at the end of this course?

Students will develop their knowledge and understanding of the role of computing in completing tasks and become confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.

What else do I need to know about this course?

It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.

How will this course help me in the future?

Computing Applications will support students in developing a commitment to and capacity for lifelong learning in this area. This may lead to further study or vocational training in the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

Exploring Early Childhood 120 or 240 hours

2 Units in each of Preliminary and HSC

Board Endorsed Course

School Delivery



What will I be doing in this course?

This course involves the study of childhood development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual students, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for the future interactions with children, be these as parent, friend, carer or educator.

The course covers mandatory core modules:

- Core A: Pregnancy and Childbirth
- Core B: Child Growth Development
- Core C: Promoting Positive Behaviour.

As well as a selection of optional modules:

- Learning Experiences for Young Children
- Play and Developing Child
- Starting School
- Gender and Young Children
- Children and Change
- Children of Aboriginal and Torres Strait Islander Communities
- Historical and Cultural Contexts of Childhood
- The Children's Services Industry
- Young Children and Media
- Young Children and the Law
- Children's Literature
- Food and Nutrition
- Child Health and Safety
- Young Children with Special Needs.

What should I be able to do at the end of this course?

- Know about and understand the physical, social-emotional, behavioural, cognitive and language development of young children
- Know about and understand the environmental factors that have an impact upon young children's growth and

development

- Know about and understand the development and maintenance of positive behaviours and relationships with young children
- Have skills in communication and interaction
- Have skills in research and analysis
- Have skills in decision making and evaluation
- Develop for the individuality and uniqueness of young children and their families
- Appreciate the value and importance of supportive and responsible relationships with young children.

Photography, Video & Digital Imaging 240 hours

2 Units in each of Preliminary and HSC

Board Endorsed Course

School Delivery



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

What will I be doing in this course?

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice.

Central to this is the development of creative action, reflection and the exercise of judgement. Photography, Video and Digital Imaging also offers opportunities for students to investigate the pervasiveness of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved over the twentieth century.

The subject content in this course addresses traditional aspects of the field of wet photography and offers students opportunities to explore more contemporary developments in this field and in the fields of video and digital imaging (still and moving). (The term 'wet photography' is used to distinguish more conventional practices in photography - which involve the manipulation of photographic papers and chemicals. This is sometimes also referred to as analogue photography in contrast to digital imaging and practices). Photography, Video and Digital Imaging offers opportunities to consider how the use of particular technologies associated with wet and digital applications either limit, or open up possibilities for, the artist, photographer, video artist, filmmaker and designer.

Critical and historical investigations of the work (the photograph and/or digital image), the artist/photographer/filmmaker/designer, and the audience and world are considered within different frameworks of meaning and value. New digital technologies have had a significant effect on the materiality of art (including the photograph) and the ways in which the world is interpreted. Rather than have a material form, the image might exist in environments of virtual space and virtual reality. Digital technologies have also extended the ways in which audiences may encounter exhibitions as virtual exhibitions and have opened up possibilities for new audiences as they engage and interact with works in real time and non-linear time.

What will I be able to do at the end of this course?

- Present a body of photographic and digital pieces that show creativity and strength in its ideas and representation of subject matter
- Use photographic, video and digital materials with confidence, sensitivity and technical accomplishment
- Initiate a photographic making process that is sustained and reflective
- Identify an individual approach to photographic and digital image making
- Write about photographic, video and digital artworks, artists and styles in history from different perspectives.
- Describe how the relationship between the artist, artwork, the audience and the world creates meaning in photographic and digital artworks

How will this course help me in the future?

In Photography, Video and Digital Imaging students will develop skills and qualities that are relevant to many situations in the workplace and in further study. Similar to Visual Arts, this course encourages students to become a critical consumer of contemporary visual culture in a world that is dominated by visual images. They will develop the confidence to express their individuality and acquire the skills to express these in a creative manner. Many of the activities within the course also rely on students development problem solving and thinking skills in the area of visual communication.

The study of Photography, Video and Digital Imaging will support students in developing a commitment to and capacity for lifelong learning in one or more of these fields. This may lead to further post-school study at university of TAFE, or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as areas of personal interest.

Sport Lifestyle & Recreation Studies (SLR)

1 or 2 Units in Preliminary and/or HSC

Board Endorsed Course

School Delivery



Exclusions: Students studying SLR must not study modules which duplicate PDHPE modules.

What will I be doing in this course?

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

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: Aquatics; Athletics; First Aid; Fitness; Specific Sports; Gymnastics; Outdoor Recreation; Sports Administration; Coaching; Social Perspectives of Sport; and Healthy Lifestyle.

What will I be able to do at the end of this course?

- Understand and appreciate the factors that influence health and participation in physical activity
- Understand the principles that impact on quality of performance
- Analyse and implement strategies to promote health, activity and enhanced performance
- Identify the relationship between a healthy lifestyle and diet and exercise
- Be aware of anatomy and physiology
- Create and refine my own performance of movement skills and safe sporting practices

How will this course help me in the future?

Students selecting this course should be interested in sport with a desire to explore the working and functioning of the human body. This course would be of benefit to anyone interested in coaching, sport, the fitness industry, recreational education, physical education, nursing, occupational health, physiotherapy.

Visual Design

2 Units in each of Preliminary and HSC

Board Endorsed Course

School Delivery

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

What will I be doing in this course?

This course provides students with opportunities 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.

It enables students to pursue their interests in the products, materials, techniques and technologies that have a personal and social relevance and provides course modules that challenge and extend their intellectual and technical skills.



Students will complete 6 - 12 Modules of work selected from:

- Publications and Information
- Illustration and Cartooning
- Interactive and Multimedia
- Clothing and Image
- Jewellery and Accessories
- Textiles
- Packaging
- Furniture
- Industrial
- Structures and Environments
- Stage Sets and Props
- Interiors
- Individual/Collaborative Design Project.

A mandatory module in Workplace, Health and Safety will also be completed.

What will I be able to do at the end of this course?

- Have knowledge, skills and understanding through the making of works in design that demonstrate conceptual and technical accomplishment
- Have knowledge, skills and understanding that reflect increasingly accomplished critical and historical investigations of design

How will this course help me in the future?

The study of Visual Design will support students to make design decisions related to their own lives. This may lead to further post-school study at TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

- To develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

The course has two core studies, and elective course modules.

Core 1 – My Working Life; Core 2 – Experiencing work.

Modules: There are 11 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours.

What should I be able to do at the end of this course?

- Be familiar with the skills and competencies needed to search for and gain meaningful employment
- Understand the general requirements asked of employees in the workplace
- Understand Workplace, Health and Safety issues
- Develop a range of interpersonal skills.

How will this course help me in the future?

The competencies, skills and work experience students gain in this course equip them well for direct entry into the workforce.

Work Studies

2 Units in each of Preliminary and/or HSC

Board Endorsed Course

School Delivery

Exclusions: Nil



What will I be doing in this course?

- Recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- To develop an understanding of the changing nature of work organisation and the implications for individuals and society
- To undertake an extended work placement to allow for the development of specific job-related skills
- To acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas

3.3 Vocational Education and Training (VET) Courses

There are a wide range of courses in this category that vary according to their standard of qualification, location, duration and structure.

VET courses can be either Board Developed or Board Endorsed. Both will contribute to the achievement of a Higher School Certificate, but only Board Developed courses can be included as part of an ATAR. Board Developed courses are based on an Industries Curriculum Framework and include a mandatory Work Placement component.

Some VET courses are offered at school (SVET), while others are only offered at TAFE (TVET). Some are offered at both locations.

Some VET courses can be completed in either Year 11 or 12 and can be completed in one year. These are called 120 hour courses. Others require two years study, over both Year 11 and 12, and are called 240 hours courses



BSB20115 Certificate II in Business (BSB release 2.0)
Statement of Attainment towards BSB20115 Certificate II in Business (BSB release 2.0)

2017 STAGE 6 COURSE DESCRIPTION – BUSINESS SERVICES

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the business administration and support industry. Students who are assessed as competent in sufficient of the above units will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service :	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

Compulsory/Core Units – HSC Examinable		Elective Units	
BSBWHS201	Contribute to health and safety of self and others	BSBWOR202	Organise and complete daily work activities
BSBCUS201	Deliver a service to customers	BSBWOR203	Work effectively with others
BSBIND201	Work effectively in a business environment	BSBINM202	Handle mail
BSBINM201	Process and maintain workplace information	BSBITU201	Produce simple word processed documents
TLIP2029	Prepare and process financial documents	BSBITU202	Create and use spreadsheets
BSBSUS201	Participate in environmentally sustainable work practices	BSBWOR204	Use business technology
BSBINN201	Contribute to workplace innovation	BSBITU307	Develop keyboarding speed and accuracy
		BSBCMM201	Communicate in the workplace

Course contribution (to be made directly to school): \$Nil
 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.
Please discuss any matters relating to refunds with your school

Course specific resources and equipment:
 Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.
Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

Exclusions:
 VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.

Assessment and course completion**Competency-based assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.sbatjobs.info/>

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

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

**CPC20211 Certificate II in Construction Pathways (Release 3)
(CPC08 release V9.1)**

Statement of Attainment towards CPC20211 Certificate II in Construction Pathways (CPC08 release V9.1)

2017 STAGE 6 COURSE DESCRIPTION – CONSTRUCTION

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
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The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.

Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
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This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the construction industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the [Australian Apprenticeships Training Information Service](#):

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

Compulsory/Core Units – HSC Examinable		Students may study a selection of the following elective units.	
CPCCCM1012A	Work effectively and sustainably in the construction industry	CPCCCA2011A	Handle carpentry materials
CPCCCM1013A	Plan and organise work	CPCCCA2002B	Use carpentry tools and equipment
CPCCCM1014A	Conduct workplace communication	CPCCJN2001A	Assemble components
CPCCCM1015A	Carry out measurements and calculations	CPCCJN2002B	Prepare for off-site manufacturing processes
CPCCCM2001A	Read and interpret plans and specifications	CPCCWF2001A	Handle wall and floor tiling materials
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPCCWF2002A	Use wall and floor tiling tools and equipment
CPCCOHS1001A	Work safely in the construction industry	CPCCCM2006B	Apply basic levelling procedures
CPCCCM2005A	Use construction tools and equipment	CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials
		CPCCBL2002A	Use bricklaying and blocklaying tools & equipment
	CPCCCO2013A	Carry out concreting to simple forms	
	CPCCCA2003A	Erect and dismantle formwork for foots and slabs on ground	

Course contribution (to be made directly to school): up to \$110 (depending on delivery site and WHS whitecard cost)
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.
Please discuss any matters relating to refunds with your school

Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>	<ul style="list-style-type: none"> Solid leather shoes
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Assessment and course completion

Competency-based assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.sbatjobs.info/>

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

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

MEM10105 Certificate I in Engineering (MEM05 release 11.1)

Statement of Attainment towards MEM10105 Certificate I in Engineering (MEM05 release 11.1)

2017 STAGE 6 COURSE DESCRIPTION – METAL AND ENGINEERING

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the engineering and manufacturing industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service :	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

Compulsory/Core Units – HSC Examinable		Possible Elective Units – teacher will advise	
MEM16007A	Work with others in a manufacturing, engineering or related environment	MEM03003B	Perform sheet and plate assembly
MEM12023A	Perform engineering measurements	MEM05004C	Perform routine oxy acetylene welding
MEM13014A	Apply principles of occupational health and safety in the work environment	MEM05003B	Perform Soft Soldering
MEM12024A	Perform computations	MEM03001B	Perform manual production assembly
MEM14004A	Plan to undertake a routine task		
MEM15002A	Apply quality systems		
MEM15024A	Apply quality procedures		
MEM18001C	Use hand tools		
MEM18002B	Use power tools/hand held operations		

Students will also complete additional HSC content to fulfil the NSW BOSTES syllabus/examinable requirements for this course

Course contribution (to be made directly to school): \$55 (depending on delivery site)
 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.
Please discuss any matters relating to refunds with your school

Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>	<ul style="list-style-type: none"> • Steel cap boots
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Exclusions:
 VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.
Enrolment in a Certificate I Engineering excludes you from studying Industrial Technology - Metals and Engineering focus area.

Assessment and course completion**Competency-based assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.sbatjobs.info/>

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

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

CUA30415 Certificate III Creative Arts and Culture (CUA version 2)
Statement of Attainment towards CUA30415 Certificate III Creative Arts and Culture (CUA version 2)

2017 STAGE 6 COURSE DESCRIPTION – ENTERTAINMENT INDUSTRY

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours	1 Unit x 1 Year/60 hours specialisation (after 240 hours)
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>				
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>				

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This Board Developed Course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the entertainment industry. Students who are assessed as competent in sufficient of the units below will be eligible for a Statement of Attainment towards Certificate III in Live Production and Services. Qualification pathway information is available from the Australian Apprenticeships Training Information Service :	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

BOSTES Mandatory Units		RTO mandated Units (Core in qualification)	
CUASOU301	Undertake live audio operations	BSBWOR301	Organise personal work priorities and development
SITXCCS303	Provide service to customers	CUVPRP304	Participate in collaborative creative projects
CUALGT301	Operate basic lighting	Elective Units	(35 hours minimum)
CPCCOHS1001A	Work safely in the construction industry	CUASMT301	Work effectively backstage during performances
CUAWHS302	Apply work health and safety practices	CUASTA202	Assist with bump in and bump out of shows
CUASTA301	Assist with production operations for live performances	CUALGT304	Install and operate follow spots
CUAVSS302	Operate vision systems	CUASOU306	Operate sound reinforcement systems
CUAIND301	Work effectively in the creative arts industry	MEM18002B	Use power tools/hand held operations

Course contribution (to be made directly to school): \$50
 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.
Please discuss any matters relating to refunds with your school

Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>	<ul style="list-style-type: none"> Leather upper footwear
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****Qualification currently under Review and is subject to change in 2017**
 Please note that the current version of this qualification is under review by the relevant National Skills Council and the NSW Board of Studies (BOSTES). The RTO will provide additional information to students regarding new qualifications completed as part of this HSC VET course as soon as possible.

Exclusions:
 VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.

Assessment and course completion**Competency-based assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- The 60 hour Specialisation Course requires no additional work placement

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation Skills:

There are seven Foundation Skills: Learning, Reading, Writing, Oral communication, Navigate the world of work, Interact with others and Get the work done. The Foundation Skills for each unit of competency describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance for each unit. More information on Foundation Skills for each individual unit of competency within this qualification can be found by locating the unit information from training.gov.au

School-based Apprenticeships and Traineeships (SBATs)

There is no SBAT pathway associated with this course.

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

SIT20312 Certificate II in Kitchen Operations (SIT12 release 2)*
Statement of Attainment towards SIT20312 Certificate II in Kitchen Operations (SIT12 release 2) *

2017 STAGE 6 COURSE DESCRIPTION – HOSPITALITY

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
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This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality & commercial cookery industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the [Australian Apprenticeships Training Information Service](#):

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

Compulsory/Core Units – HSC Examinable			
SITHCCC101	Use food preparation equipment	SITHIND201	Source and use information on the hospitality industry
SITHCCC201	Produce dishes using basic methods of cookery	SITXFSA201	Participate in safe food handling practices
SITHCCC207	Use cookery skills effectively	Students may study a range of elective units including	
SITHKOP101	Clean kitchen premises and equipment	SITHCCC102	Prepare simple dishes
SITXINV202	Maintain the quality of perishable items	SITHCCC203	Produce stocks, sauces and soups
BSBWOR203	Work effectively with others	SITHCCC202	Produce appetisers and salads
SITXFSA101	Use hygienic practices for food safety	SITHCCC103	Prepare sandwiches
SITXWHS101	Participate in safe work practices	SITHFAB204	Prepare and serve espresso coffee
		SITHCCC204	Produce vegetable, fruit, egg and farinaceous dishes

Course contribution (to be made directly to school): **\$75 - \$110**
 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. *If you are unable to make contributions or are experiencing financial difficulty, please contact your school.*
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.
Please discuss any matters relating to refunds with your school

Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>	<ul style="list-style-type: none"> • Full chef uniform - chef's jacket, pants, neckerchief, half apron, hat and buttons. • Fully enclosed leather shoes
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*Qualification currently under Review and is subject to change in 2017
 Please note that the current version of this qualification is under review by the relevant National Skills Council and the NSW Board of Studies (BOSTES). The RTO will provide additional information to students regarding new qualifications completed as part of this HSC VET course as soon as possible.

Assessment and course completion**Competency-based assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.sbatjobs.info/>

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

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AHC20110 Certificate II in Agriculture (AHC release 8)
Statement of Attainment towards AHC20110 Certificate II in Agriculture (AHC release 8)

2017 STAGE 6 COURSE DESCRIPTION – PRIMARY INDUSTRIES

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
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This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the Agriculture, Horticulture and Primary industries. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the [Australian Apprenticeships Training Information Service](http://www.australianapprenticeships.gov.au):

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

Compulsory/Core Units – HSC Examinable		Elective units
AHCOHS201A	Participate in OHS processes	Students may study a range of drawn from the following areas <ul style="list-style-type: none"> • Basic fencing • Weed and pest treatment and prevention • Use and maintenance of farm machinery • Safe use of tractors and other farm vehicles • Livestock care and welfare • Plants and propagation A variety of other units relevant to farm assistance and agricultural work may also be delivered by other RTOs. Talk to your school for more information.
AHCWRK209A	Participate in environmentally sustainable work practices	
AHCWRK201A	Observe and report on weather	
AHCCHM201A	Apply chemicals under supervision	
AHCWRK204A	Work effectively in the industry	
and either		
AHCLSK202A	Care for health and welfare of livestock	
AHCPMG202A	Treat plant pests, diseases and disorders	

Course contribution (to be made directly to school): **\$80.00 depending on delivery site**
 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.
Please discuss any matters relating to refunds with your school

Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>	<ul style="list-style-type: none"> • Steel capped boots, hats and water bottle for practical lessons
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Exclusions:
 VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.

Assessment and course completion**Competency-based assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.sbatjobs.info/>

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

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

SIR202XX Certificate II in Retail Services (Qualification Pending)**
Statement of Attainment towards SIR202XX Certificate II in Retail Services (Qualification Pending)**

2017 STAGE 6 COURSE DESCRIPTION – RETAIL SERVICES

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
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This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the retail services and customer service industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the [Australian Apprenticeships Training Information Service](#):

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

Compulsory/Core Units		HSC Examinable*	Note: These units reflect the SIR20212. These units may also be subject to change but a reflect a reasonable equivalence of 2017 units
SIRXCCS201*	Apply point-of-sale handling procedures*	SIRXICT001A	Operate retail technology
SIRXCCS202*	Interact with customers*		Merchandise products*
SIRXCOM101*	Communicate in the workplace to support team and customer outcomes*	SIRXSLS002*	Advise on products and services*
SIRXIND101*	Work effectively in a customer service environment*	Elective Units	
SIRXRSK201*	Minimise loss*	SIRXFIN201	Balance and secure point-of-sale terminal
SIRXSLS201*	Sell products and services*	SIRXINV001A	Perform stock control procedures
SIRXWHS101*	Apply safe work practices*	SIRXMER202	Plan, create and maintain displays
SIRXCLM101	Organise and maintain work areas	SIRXFIN002A	Perform Retail Finance Duties

Course contribution (to be made directly to school): \$Nil

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.

If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

Please discuss any matters relating to refunds with your school

Course specific resources and equipment:

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.

Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

****Qualification currently under Review and is subject to change in 2017**

Please note that the current version of this qualification is under review by the relevant National Skills Council and the NSW Board of Studies (BOSTES). The RTO will provide additional information to students regarding new qualifications completed as part of this HSC VET course as soon as possible.

Exclusions:

VET course exclusions can be checked on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.

Assessment and course completion**Competency-based assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.sbatjobs.info/>

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

SIS20513 Certificate II in Sport Coaching (SIS10 release 3.1)

Statement of Attainment towards SIS20513 Certificate II in Sport Coaching (SIS10 release 3.1)

2017 STAGE 6 COURSE DESCRIPTION – SPORT COACHING

This Course is available as		2Unit x 2years/240 hours	4Unit x 1year/240 hours
<p><i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i></p> <p><i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i></p>			
Board Endorsed Course	Nil status for Australian Tertiary Admission Rank (ATAR)		
<p>This Board Endorsed Course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.</p> <p>Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the sports education and coaching industries. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service:</p>			
<p>Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i></p>			
Compulsory/Core Units		Possible Elective Units	
BSBWOR202A	Organise and complete daily work activities	SISSSPT201A	Implement sports injury prevention
HLTAID003	Apply first aid	SISXCAI101A	Provide equipment for activities
SISSSCO101	Develop and update knowledge of coaching practices	ICPDMT263	Access and use the Internet
SISSSCO202	Coach beginner or novice participants to develop fundamental motor skills	SISSSPT303A	Conduct basic warm-up and cool-down programs
SISSSDE201	Communicate effectively with others in a sport environment	SISSSOF101	Develop and update officiating knowledge
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions	<p>A range of specialisation units are available in in this course including Basketball, Rugby League, Netball, Athletics and a mixture of other sports. Consult your teacher to discuss which units are included in courses at your school.</p>	
SISXIND211	Develop and update sport, fitness and recreation industry knowledge		
SISXWHS101	Follow work health and safety policies		
<p>Course contribution (to be made directly to school): \$Variable Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i></p>			
<p>Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i></p>			
<p>Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>		<ul style="list-style-type: none"> • Gym clothing and appropriate shoes • Students must complete a registered 1st Aid course as a requirement of the Certificate II SIS20513 	
<p>Exclusions: VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.</p>			

Assessment and course completion**Competency-based assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours

Optional HSC examination

There is no HSC Examination for this course.

Specialisation studies

There are no specialisation studies associated with this course.

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.sbatjobs.info/>

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

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

MY CAREER PLANNING NOTES

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