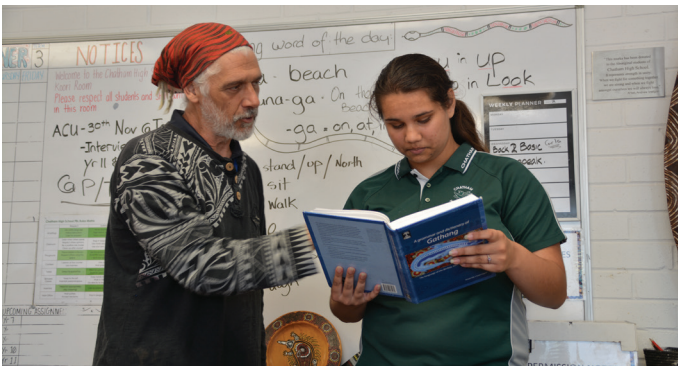


Chatham High School



Senior Study Guide 2022



Welcome to Years 11 and 12 at Chatham High School

The New South Wales Higher School Certificate (HSC) is a highly regarded credential that many employers and institutions use as a benchmark, it can open many doors as you consider your chosen pathways after High School. This booklet has been developed to inform you about Chatham High School's assessment policies and practices for the Higher School Certificate.

Year 11 courses take place in Terms 1-3, with Year 12 courses commencing in Term 4 of that year. The HSC external examinations occur early in Term 4 of Year 12 and for most students mark the completion of 13 years of formal schooling in NSW.

Your results for each of the courses you study will be made up of assessments in Years 11 and 12, combined with the external HSC examinations if your course has that option. The standards for your assessment in each subject are set by the NSW Education Standards Authority (NESA). The standards are detailed in the syllabus for each subject. They relate to your achievement of outcomes and the knowledge, skills and understanding expected for each subject. It is important that you understand clearly what is expected when attempting assessment tasks before doing them so you can maximise your marks for each task. You can download more information from the NESA site. <http://educationstandards.nsw.edu.au>

Chatham High School is excited to join you on this journey. We have many strategies in place to support you along the way. Our Senior Study team is here to provide you with individualised support, along with our specialised learning spaces to assist you with your educational needs.

Best wishes for the senior subjects/courses you have chosen. You are not on this journey alone, take the time to seek assistance when you need to, apply yourself from the beginning and you will reap the benefits of your hard work.

Mr D Irvine
Principal

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List of Common Acronyms

ACE	Assessment, Certification and Examination Manual
ATAR	Australian Tertiary Admission Rank
AQF	Australian Qualifications Framework
HSC	Higher School Certificate
NESA	NSW Education Standards Authority
RoSA	Record of School Achievement
SBATs	School Based Traineeships and Industry Based Learning
TAFE NSW	Technical and Further Education NSW (also referred to as EVET)
UAC	University Admissions Centre
VET	Vocational Education and Training
EVET	External Vocational Education and Training

1. Studying for the Higher School Certificate

The HSC 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 NESA HSC Rules can be found in the Assessment, Certification and Examination Manual. The manual is available from your school or on the NESA website, <https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

To be eligible to enter for the HSC you must:

- hold a NSW 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 2020 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.

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 HSC 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 NESA develops a syllabus, setting out the aims, objectives, outcomes, structure and content. Most Board Developed courses, including the VET Framework courses may contribute to the calculation of the ATAR. All Board Developed courses will be delivered at school.

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 are Content Endorsed courses that have syllabuses endorsed by NESA to cater for areas of special interest. Some courses delivered by TAFE NSW are locally designed courses that have been approved by NESA.

All Board Endorsed courses count towards the HSC and are listed on the RoSA. However, Board Endorsed courses do not count towards calculation of the ATAR, as there is no external exam and assessment is school based.

1.2 Requirements for the Award of the HSC

- English is the only compulsory HSC subject
- no more than 6 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 HSC examinations must be made
- you need to meet the HSC minimum standard to receive the HSC

To show you meet the HSC minimum standard you need to:

- pass the online reading, writing and numeracy tests

To be eligible for the award of the HSC 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 6 units of Board Developed courses
- at least 2 units of a Board Developed course in English
- at least three courses of 2 unit value or greater
- at least four subjects
- only one Category B subject may be used in calculation of an ATAR.

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 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 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 Industry 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.

Other VET courses available are offered through TAFE NSW and other external providers, referred to as EVET 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.

TAFE NSW

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

Important points to consider when selecting EVET 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 NSW prospectus**
- **attendance is required at all lessons**
- **one missed lesson equals a week of course content missed.**

1.5 Traineeships (SBATs) and Industry Based Learning as part of your HSC

SBATs provide students with the opportunity to gain a nationally recognised 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 Australian Tertiary Admission Rank (ATAR)

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 10 units of ATAR courses comprising:

- the best 2 units of English; and
- the best 8 units from the remaining units, subject to the provision that no more than 2 units of Category B courses are included.

ATAR courses are Board Developed courses for which there are examinations conducted by NESA that yield a graded assessment. ATAR courses are classified as either Category A or Category B. You may only include one Category B course in an ATAR calculation.

The ATAR is a rank (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.

1.7 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 HSC Testamur

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

The RoSA

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.

1.8 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.
- Your parents.
- NESAs - Students Records Unit 02 93678001
- The Regional Vocational Education Consultant.
- University Entry Requirements Year 10 booklet produced by University Admission Centre
- VET Coordinator at your school.

The course descriptors that follow are intended as a guide to help you select your subjects. 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 way.

2. Summary of Courses Offered

2.1 Board Developed Courses, School Delivered

Course		Units	ATAR
Aboriginal Studies		2 in Year 11 and 12	Yes
Agriculture		2 in Year 11 and 12	Yes
Ancient History		2 in Year 11 and 12	Yes
Biology		2 in Year 11 and 12	Yes
Business Studies		2 in Year 11 and 12	Yes
Chemistry		2 in Year 11 and 12	Yes
Chinese Beginners		2 in Year 11 and 12	Yes
Community and Family Studies		2 in Year 11 and 12	Yes
Design and Technology		2 in Year 11 and 12	Yes
Drama		2 in Year 11 and 12	Yes
Economics		2 in Year 11 and 12	Yes
Engineering Studies		2 in Year 11 and 12	Yes
English	Advanced	2 in Year 11 and 12	Yes
	Standard	2 in Year 11 and 12	Yes
	English Studies	2 in Year 11 and 12	Optional
	Year 11 Extension	1 in Year 11 Only	Yes
	Extension English 1	1 in Year 12 Only	Yes
	Extension English 2	1 in Year 12 Only	Yes
Food Technology		2 in Year 11 and 12	Yes
Geography		2 in Year 11 and 12	Yes
Industrial Technology		2 in Year 11 and 12	Yes
Information Processes and Technology		2 in Year 11 and 12	Yes
Investigating Science		2 in Year 11 and 12	Yes
Legal Studies		2 in Year 11 and 12	Yes
Mathematics	Mathematics Standard and Standard 2	2 in Year 11 and 12	Yes
	Advanced	2 in Year 11 and 12	Yes
	Year 11 Extension 1	1 in Year 11 Only	Yes
	Year 12 Extension 1	1 in Year 12 Only	Yes
	Year 12 Extension 2	1 in Year 12 Only	Yes
Modern History		2 in Year 11 and 12	Yes
Music 1		2 in Year 11 and 12	Yes
Personal Development, Health & Physical Education (PDHPE)		2 in Year 11 and 12	Yes
Physics		2 in Year 11 and 12	Yes
Society and Culture		2 in Year 11 and 12	Yes
Software Design and Development		2 in Year 11 and 12	Yes
Visual Arts		2 in Year 11 and 12	Yes

Board Developed Courses

Vocational Education and Training (VET) Courses	Units	ATAR
AHC20116 Certificate II Agriculture	2 in Year 11 and/or 12	Yes Category B
AHC30116 Certificate III in Agriculture	2 in Year 11 and/or 12	Yes Category B
AHC20416 Certificate II in Horticulture	2 in Year 11 and/or 12	Yes Category B
BSB20115 Certificate II in Business	2 in Year 11 and/or 12	Yes Category B
CPC20211 Certificate II in Construction Pathways	2 in Year 11 and/or 12	Yes Category B
CUA30415 Certificate III in Live Production and Services	2 in Year 11 and/or 12	Yes Category B
Statement of Attainment towards ICT30118 Certificate III in Information, Digital Media and Technology	2 in Year 11 and/or 12	Yes Category B
SIR30216 Certificate III in Retail Services	2 in Year 11 and/or 12	Yes Category B
SIT20316 Certificate II in Hospitality - Food and Beverage	2 in Year 11 and/or 12	Yes Category B
SIT20416 Certificate II in Kitchen Operations	2 in Year 11 and/or 12	Yes Category B

Board Endorsed Courses, School Delivered

Exploring Early Childhood	2 in Year 11 and/or 12	No ATAR
Numeracy	2 in Year 11 or 2 in Year 11 and Year 12	No ATAR
Sport Lifestyle and Recreation Studies	1 or 2 in Year 11 and/or 12	No ATAR
Work Studies	2 in Year 11 and 12	No ATAR
Vocational Education and Training (VET) Courses - Non ATAR		
CUA30313 Certificate III in Assistant Dance Teaching	2 in Year 11 and/or 12	No ATAR
CUA30915 Certificate III in Music Industry	2 in Year 11 and/or 12	No ATAR
FSK20113 Certificate II in Skills for Work and Vocational Pathways	2 in Year 11 and/or 12	No ATAR
MEM10115 Cert I in Engineering and Statement of Attainment towards MEM20413 Cert II in Engineering Pathways	2 in Year 11 and/or 12	No ATAR
SIS20513 Certificate III in Sport Coaching	2 in Year 11 and/or 12	No ATAR
SIS30315 Statement of Attainment towards Cert III in Fitness	2 in Year 11 and/or 12	No ATAR
MSF20516 Cert II in Furniture Making Pathways	2 in Year 11 and/or 12	No ATAR

3. Details of Courses

3.1 Board Developed Courses

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

Board Developed courses are all delivered at school, with the exception of some VET courses which are TAFE NSW delivered. See section 3.3 Vocational Education and Training 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 Year 11 and Year 12

Board Developed Course

What will I be doing in this course?

The Year 11 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 Year 11 course covers:

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

The Year 12 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 book documenting all work completed.

The Year 12 course covers:

- Core case studies in a global perspective of Social Justice and Human Rights Issues across two 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.

Agriculture

2 Units in Year 11 and Year 12

Board Developed Course

What will I be doing in this course?

The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This includes a visit to a local farm exploring the components of local enterprises. This is a plant and agriculture based course exploring regionally significant agricultural enterprises.

The Year 11 course covers:

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

The Year 12 course builds upon the Preliminary course. It examines the complexity and scientific principles of the components which make up a farm production system. Animal and plant production are the key areas of study. It examines the place of the farm in the wider economic, environmental and social areas of regional communities. The Product Study is used as a basis for analysing the marketing, production, value adding and technologies related to producing key products. Market specifications and Quality Assurance are explored in relation to consumer confidence in products studied.

The Year 12 Course Core Topics are:

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

And one option from:

- Agri-food, Fibre and Fuel Technologies (20%)
- Climate Challenge (20%)
- Farming for the 21st Century (20%)

Options: a minimum of 24 indicative hours required.

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

- Be familiar with the Agriculture Industry and career opportunities.
- Seek and attain suitable and rewarding employment in an agricultural workplace.
- Function confidently within an agricultural setting with industry knowledge.
- Understand the complexity of food and fibre production and the technologies changing production.
- Continue studies in agriculture at a tertiary level in a range of industry, educational, technology and service industry areas of interest.

How will this course help me in the future?

The skills and knowledge gained in this course, equip students well for direct entry into a range of workforces and further studies areas. This course allows students to pursue opportunities to continue studies at either TAFE NSW or university levels. Students thrive in this course as they can see the direct application of knowledge in real world situations.



Students gain key industry knowledge and understandings and experiences which enhance their long term employability in regional areas. The future of the planet requires people who are trained to balance sustainable economic development against the preservation of the environment, while producing food and fibre for increasing populations. Agriculture provides highly paid employment opportunities in regional Australia for students who are willing to undertake training based around Agricultural Sciences, Farm Management and Marketing/ Production Technologies. Australian farmers now have to be technology savvy and environmentalists to achieve consumer confidence in their products.

Ancient History

2 Units in Year 11 and Year 12

and an optional 1 Unit HSC Extension

Board Developed Course

What will I be doing in this course?

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

It covers:

Part I. Investigating Ancient History

- (a) The Nature of Ancient History
- (b) Case Studies

Students undertake:

- at least ONE option from 'The Nature of Ancient History', AND
- at least TWO case studies.

ONE case study must be from Egypt, Greece, Rome or Celtic Europe.

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

Part II. Features of Ancient Societies

Students study at least TWO ancient societies through an investigation of:

- a different key feature for each society, OR
- one key feature across the societies selected.

Studies of features of ancient societies are concerned with seeking explanations to the 'how' and 'why' questions of history: how people lived in the past, why they may have lived that way, and how and why their life circumstances changed. These studies provide students with opportunities to develop an understanding of:

- the social history of a people through an investigation of the remains of their material culture
- the key developments and forces that may have shaped the selected feature(s)
- the nature of the available sources.



Part III. Historical Investigation

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest.

In the Year 12 course, students use archaeological and written evidence to investigate a Personality, an Ancient Society and an Historical Period. It requires study of at least two of the following civilisations: Egypt, Near East, Greece, Rome and Ancient China.

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.

Biology

2 Units in Year 11 and Year 12

Board Developed Course

What will I be doing in this course?

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

The Year 11 course incorporates the study of multicellular organisms and describes how co-ordinated activities of cells, tissues and organs contribute to life processes in organisms. Cells are studied in detail as the basis of life and biochemical processes in living organisms. Biological diversity is explored in module three in terms of evolutionary relationships between various species.

The unique inter-relationships within past and present ecosystems is the focus of module four while consideration is also given towards future ecosystem issues.

At least one fieldwork exercise must be completed in the Preliminary course. Practical investigations will occupy 35 hours of course time.

At least 15 hours must be allocated to a depth study on a range of course related areas.

The Year 11 course covers:

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

The Year 12 course builds upon the Year 11 course and extends into new course areas such as Genetics and Disease. A minimum of 15 hours must be allocated to the completion of a depth study related to course content.

A depth study is an investigation/activity that a student completes individually and will demonstrate a range of skills from the Working Scientifically outcome group. Fieldwork, excursions and community experts could form a possible stimulus in the Preliminary/HSC course for such depth studies.

The Year 12 course core topics are:

- Heredity
- Genetic Changes
- Infectious Disease
- Non Infectious Disease and Disorders

15 hours must be allocated to a depth study in Yr12.

Each of the Topics will consist of 60 indicative course hours. Focal areas for depth studies must be arranged during the HSC course and a deep understanding of the outcome areas concerning Working Scientifically must be incorporated into these studies.

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 and experimental design.
- Solve problems relating to key biological concepts.
- Outline key biological processes in the human body.
- Display an understanding of the Earth's biodiversity and the evolution of organisms.
- Recall knowledge and understanding of heredity and genetic technologies.
- Describe the effects of disease and disorders on organisms

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 real world applications of key concepts in everyday life. When combined with Physics, Chemistry, Agriculture or Earth and Environmental Science, Biology provides useful skills and knowledge for a range of careers including biological science, medical sciences, health sciences, environmental science, food sciences, agricultural science education, equine sciences, biotechnologies and pharmacy.



Business Studies

2 Units in Year 11 and Year 12 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 Year 11 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 Year 12 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 Year 11 and Year 12 Board Developed Course

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 Year 11 course develops a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on students increasingly sophisticated understanding of the Earth's elements and compounds and key interactions between these groups such as metals and carbon compounds.

The Year 11 course covers:

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

15 hours must be allocated to a depth study in Year11

The Year 12 course builds on the concepts developed in the Year 11 course, expanding on areas such as an understanding of equilibrium and acid reactions. A key objective is to develop a deeper understanding of the applications of chemistry and relevance to society.

The Year 12 course core topics are:

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

15 hours must be allocated to a depth study in Year12.

Practical investigations will occupy a minimum of 35 hours course time in both the Year 12 and Year 11 courses.

A depth study is an investigation/activity a student completes individually and will demonstrate a range of skills from the Working Scientifically outcome group. Fieldwork, excursions, investigations and community experts could form a possible stimulus in the Preliminary/HSC course for such depth studies. A wide range of presentation media will be possible with these tasks.

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 technologies to gather data and interpret results
- Appropriately use terminology and reporting styles to communicate information while working scientifically
- Work effectively as an individual and as a team member to carry out experimental procedures.

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, agricultural education agronomy, medicine, health sciences, food sciences, chemical engineering, biotechnologies and pyrotechnics.

Chinese Beginners

2 Units in Year 11 and Year 12

Board Developed Course

Exclusions: Chinese Continuers; Chinese Extension; Chinese in Context; Chinese and Literature

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria.

No knowledge of Chinese is required.

What will I be doing in this course?

Students will be introduced to the Chinese culture and language. They will learn grammatical vocabulary and idioms within the context of topic areas prescribed in the Syllabus.

These topics are:

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

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

Students will focus on developing listening, speaking, reading and writing skills. Their knowledge of Chinese language and culture will develop as students engage in tasks associated with a range of text types.

How will this course help me in the future?

Dealing with another culture enables people to gain a more profound understanding of their own culture. Creativity and complex problem-solving skills are increased with the study of foreign languages as well as communication skills. Research has proven that learning another language is one of the most effective and practical ways to increase your intelligence, keep your mind sharp and buffer your brain from aging. In regard to employment, learning a language has direct benefits in

- International business/agencies.
- Travel Agency
- The tourism and hospitality industries.
- As a teacher/ translator or interpreter

Community and Family Studies

2 Units in Year 11 and Year 12

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 Year 11 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 Year 12 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, and 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 NSW 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 Year 11 and Year 12

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 Year 11 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 Year 12 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 inter-relationship 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 Year 11 and Year 12

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 Year 11 course covers:

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

The Year 12 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.

Engineering Studies

2 Units in Year 11 and Year 12

Board Developed Course

What will I be doing in this course?

Both Year 11 and Year 12 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 Year 11 course, students undertake the study and develop an engineering report for each module:

- 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 Year 12 course, students undertake the study and develop an engineering report for each module:

- 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 practices



- 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 Year 11 and Year 12

Board Developed Course

What will I be doing in this course?

The study of English enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative. Interpretative, critical and powerful. Students value the English language in its various textual forms to become effective communicators in a diverse global world.

The Year 11 course is comprised of three modules, each of 40 indicative hours. The common module: Reading to Write is common to Advanced and Standard. The other Advanced modules are Module A: Narratives that Shape our World; and Module B: Critical study of Literature.

There are no prescribed texts in Year 11 – the school chooses a range of types drawn from: prose fiction, drama, poetry, non-fiction, film, media or multimedia/digital. The Year 11 course also requires students to support their study of texts with their own wide reading.

In Years 11 and 12 students experience the following:

- texts that are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples.
- texts with a range of cultural, social and gender perspectives.
- integrated modes of reading, writing, speaking, listening, viewing and representing as appropriate.

The Year 12 course comprises of four modules, each of 30 indicative hours. Like Year 11, the course also has a common module: Texts and Human Experiences. This must be completed as the first unit of work. Other modules are Module A: Textual Conversations; Module B: Critical Study of Literature; and Module C: the Craft of Writing.

Students are required to study four prescribed texts, one drawn from each of the following categories: Shakespearean drama, prose fiction or print non-fiction, poetry or drama. The remaining text may be film media or digital text or may be

selected from one of the categories above.

The selection of texts for Module C, the Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course. Students must study one related text in the common module: Texts and Human Experiences.

For the Year 12 Advanced course, students are required to have successfully completed the Year 11 Advanced course as a prerequisite.

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

- Effectively communicate at different levels of complexity
- Comprehend the purposes and effects of a range of textual forms
- Undertake independent research, as well as 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 any field of study, employment, or life in modern society. This is why English is the only subject that is compulsory for HSC study. Students who study Advanced English 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 university or TAFE NSW.

English Standard

2 Units in Year 11 and Year 12

Board Developed Course

What will I be doing in this course?

The study of English enables students to understand and use language effectively. They appreciate enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretative, critical and powerful. Students value the English language in its various textual forms to become effective communicators in a diverse global world.

The Year 11 course is comprised of three modules, each of 40 indicative hours. The common module: Reading to Write is common to Standard and Advanced. The common module must be completed as the first unit of work. The other Standard modules are Module A: Textual Contemporary Possibilities; Module B: Close Study of Literature.

There are no prescribed texts for Year 11. Students are required to study one complex multimodal or digital text in Module A (this may include the study of film). Students are required to study one substantial literary print text in Module B, for example prose fiction or drama, or a poetry text, which may constitute a selection of poems from the work of one poet. Students must explore a range of types of texts drawn from prose fiction, drama, poetry, non-fiction, film, media or digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.

In Years 11 and 12 students experience the following:

- Texts that are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.



- A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples.
- Texts with a range of cultural, social and gender perspectives.
- Integrated modes of reading, writing, speaking, listening, viewing and representing as appropriate.

The Year 12 course comprises of four modules, each of 30 indicative hours. Like Year 11, the course also has a common module: Texts and Human Experiences. This must be completed as the first unit of work. Other modules are Module A: Identity and Culture; Module B: Critical Study of Literature; and Module C: the Craft of Writing.

Students are required to closely study three types of prescribed texts, one drawn from each of these categories: prose fiction or print non-fiction, poetry or drama, film or media. Students must study one related text in the common module: Texts and Human Experiences. Successful completion of the Year 11 course is a prerequisite for study.

What will I be able to do at the end of the 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.
- Write coherently in a variety of forms.

How will this course help me in the future?

Communication is the most basic requirement in any field of study, employment or life in modern society. This is why English is the only subject that is compulsory for HSC study. Students who study Standard English will be well equipped for further study of English and related disciplines at TAFE NSW or university and will help in a wide range of career choices.

English Studies

2 Units in Year 11 and Year 12

Board Developed Course.

Optional Exam Category B

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 Year 11 course involves the study of a compulsory module, Achieving through English: English and the worlds of education, careers and community and the study of 2-4 additional modules.

The Year 12 course involves the study of a mandatory common module: Texts and Human Experiences and the study of 2-4 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 Year 11 Extension

1 Unit in Year 11

Year 11 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.

English Year 12 Extension 1

1 Unit in Year 12

In the Year 12 Extension 1 course, students study a common module - Literacy World- and select one elective option from the following:

- Literary Homelands
- Worlds of Upheaval
- Reimagined Worlds
- Literary Mindscapes
- Intersecting Worlds



English Year 12 Extension 2



1 Unit in Year 12

Board Developed Course

Prerequisites:

- English Advanced course
- Year 11 English Extension course is prerequisite for Year 12 Extension 1 course
- Year 12 Extension 1 course is corequisite for Year 12 Extension 2 course

Exclusions: English Standard; English Studies; English ESL.

In the **Year 12 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 **Year 11 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.

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 go to university.

Food Technology

2 Units in Year 11 and Year 12

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 Year 11 course covers:

- Food Availability and Selection
- Food Quality
- Nutrition

The Year 12 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

Geography

2 Units in Year 11 and Year 12

Board Developed Course

What will I be doing in this course?

The Year 11 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 Year 12 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 Year 12 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 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.

Industrial Technology

2 Units in Year 11 and Year 12

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 Year 11 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 Year 12 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 and Technology

2 Units in Year 11 and Year 12

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 Year 11 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 Year 12 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; Examples 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, its ethical use and its impact on many aspects of life. They will be well prepared to pursue further education and employment across a wide range of careers.

Investigating Science

2 Units in Year 11 and Year 12

Board Developed Course

What will I be doing in this course?

The Year 11 course incorporates a focus of Working Scientifically while developing investigations related to agreed inquiry question areas. The course promotes inter-disciplinary science by allowing students to investigate a wide range of STEM

related concepts in depth. Students will be required to design methods of investigation, collect data, analyse results and draw valid conclusions. This course would be beneficial to those students with high quality critical thinking skills and an interest in science research, experimentation and integrating technologies into solving science based problems.

The Year 11 course covers:

- Cause and effects-observing
- Cause and effect-inferences and generalisations
- Scientific models
- Theories and laws

30 hours must be allocated to a depth study in Year 11

The Year 12 course builds on the concepts developed in the Preliminary course, expanding on areas such as understanding technologies used in scientific investigations and experimentation, describing issues in ethics and values that arise from research and the use of evidence based analysis is used to support or refute findings and claims.

An evaluation of social, political and economic influences on scientific research and funding is also to be undertaken.

The Year 12 Course Core Topics are:

- Scientific Investigations
- Technologies
- Fact or Fallacy
- Science and Society

30 hours must be allocated to a depth study in Yr12

Practical investigations will occupy a minimum of 35 hours course time in both the HSC and Preliminary courses.

A depth study is an investigation/activity a student completes individually and will demonstrate a range of skills from the Working Scientifically outcome group. Fieldwork, excursions, investigations and community experts could form a possible stimulus in the Year 11/Year 12 course for such depth studies. A series of agreed inquiry questions will be required in this course for the core and depth studies. A wide range of presentation media will be possible with these tasks.

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

- Understand and critically appraise basic and extended concepts related to experimental design
- Set out to research in detail any inquiry question which is explored with rigour with final conclusions developed and communicated
- Collect data and evaluate questions and hypotheses for scientific investigation
- Communicate scientific understandings using suitable language, format and terminology
- Describe ethical and social concerns related to emerging scientific technologies and research
- Work as part of a team and individually to collect data and develop a report
- Use technologies to enhance capabilities in data collection and analysis
- Carry out practical investigations and apply findings to solve real world problems as required.



How will this course help me in the future?

This course provides an essential background for students entering a range of science based careers and tertiary studies. It would be highly desirable to complete in combination with the other sciences of Biology, Chemistry, Physics, Earth and Environmental Science and Agriculture. It will encourage the development of a range of capacities related to post school activities using emerging technologies and problem solving. This course promotes active inquiry and will develop discipline, resilience and rigour in students as valuable qualities in future tertiary studies. This course is highly recommended preparation for many sciences based tertiary courses. It is especially appropriate for students interested in chemistry, biochemistry, environmental sciences, agricultural education agronomy, medicine, health sciences, food sciences, chemical engineering, biotechnologies and medical and veterinary research areas.

Legal Studies

2 Units in Year 11 and Year 12

Board Developed Course

What will I be doing in this course?

The Year 11 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 Year 11 course covers: The Legal System; The Individual and the Law; The Law in Practice.

The Year 12 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 Year 12 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 and 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 Standard 1 & Standard 2

2 Units in Year 11 and 2 Units in Year 12

Board Developed Course

Prerequisites: The course assumes that students have engaged with all sub strands of Stage 5.1 and with the following sub strands of Stage 5.2 course - Financial mathematics, Linear relationships, Non-linear relationships, Right-angles triangles (Trigonometry), Single variable data analysis and Probability for RoSA.

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

What will I be doing in this course?

The Mathematics Standard courses focus on enabling students to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate in a concise and systematic manner. The course content is written in four topics, with emphasis on application of specific skills and on tasks that involve integrating mathematical skills across a range of familiar and unfamiliar situations.

The Mathematics Standard Year 11 course is organised into topics of Algebra, Measurement, Financial Mathematics and Statistical Analysis. These topics are divided into subtopics including Formulae and Equations, Linear Relationships, Applications of Measurement, Working with Time, Money Matters, Data Analysis and Relative Frequency and Probability. The Mathematics Standard Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 or Mathematics Standard 2 Year 12 courses. In Year 12 students may choose from Mathematics Standard 1 (a Content Endorsed non -ATAR course in which students can choose to undertake an optional HSC examination) or Mathematics Standard 2 (a Board Developed ATAR course with a formal HSC examination). The main difference between the two courses is the depth of study within the subtopics. In the Mathematics Standard 1 Year 12 course students study the same topics Algebra Measurement, Financial Mathematics, Statistical Analysis and Networks but in less depth than the Mathematics Standard 2 course.

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?

Mathematics Standard 1 is designed to improve numeracy by

building confidence and success and making mathematics meaningful. This course prepares students for post-school options of employment or further training. Mathematics Standard 2 provides opportunities for students who wish to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of a calculus based course. This course prepares students for a wide range of educational and employment aspirations, including some tertiary level studies in areas of humanities and creative arts. However, this course may not be considered suitable preparation for university study in science, business or computing areas. Students should check recommendations for specific tertiary courses.

Mathematics Advanced

2 Units in Year 11 and Year 12

Board Developed Course

Prerequisites:

The course assumes that students have achieved the outcomes in 5.2/5.3. Mathematics course for RoSA.

Exclusions: Mathematics Standard

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 Year 11 course covers: Working with Functions, Trigonometry and Measure of Angles, Trigonometric Functions and Identities, Introduction to Differentiation, Logarithms and Exponentials, Probability and Discrete Probability Distributions.

The Year 12 course covers: Graphing Techniques, Trigonometric Functions and Graphs, Differential Calculus, Applications of Differentiation, Integral Calculus, Modelling Financial Situations, Descriptive Statistics and Bivariate Data Analysis, Random Variable.

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 Advanced 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.

Mathematics Year 11 Extension 1

1 Unit in Year 11

Board Developed Courses

Prerequisites: The course assumes that students have achieved the outcomes in the core and recommended options of the 5.3. Mathematics course for RoSA.

They must concurrently be studying Mathematics Advanced in Year 11 and Year 12.

Exclusions: Standard 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 Year 11 Extension 1 course covers: Further Work with Functions Polynomials, Inverse Trigonometric Functions, Further Trigonometric Identities, Rates of Change, Working with Combinatorics.

Mathematics Year 12 Extension 1

1 Unit in Year 12

Board Developed Courses

Prerequisites: The course assumes that students have achieved the outcomes in the core and recommended options of the 5.3. Mathematics course for RoSA.

They must concurrently be studying Mathematics Advanced in Year 11 and Year 12.

Exclusions: Standard 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 Year 12 Extension course covers: Proof by Mathematical Induction, Introduction to Vectors, Trigonometric Equations, Further Calculus Skills, Applications of Calculus, The Binomial Distribution.

Mathematics Year 12

Extension 2

1 Unit in Year 12

Board Developed Courses

Prerequisites:

The course assumes that students have achieved the outcomes in the core and recommended options of the 5.3. Mathematics course for RoSA.

They must concurrently be studying Mathematics Advanced and Extension 1 in Year 12 for the Extension 2 course.

Exclusions: Standard 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 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 Year 12 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 Advanced and Year 12 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: The Nature of Proof, Further Proof by Mathematical Induction, Further Work with Vectors, Introduction to Complex Numbers, Using Complex Numbers, Further Integration, Applications of Calculus to Mechanics.

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 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.

Modern History

2 Units in Year 11 and Year 12 and an optional 1 Unit Year 12 Extension

Board Developed Course

What will I be doing in this course?

The Year 11 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 Year 12 studies.

The Year 11 course consists of:

Part I: Investigating Modern History

- The nature, methods and issues of Modern History
- Case Studies

Part II: Historical Investigation

Part III: The Shaping of the Modern World

The Year 12 course is designed for students to investigate national and international forces for change and continuity in the 20th Century.

The Year 12 course consists of:

- Part I: Core: Power and Authority in the Modern World
- Part II: National Studies
- Part III: Peace and Conflict
- Part IV: Change in the Modern World

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, 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, and understanding of the modern world

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 Year 11 and Year 12

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 Year 11 and Year 12 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 Year 12 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 NESA 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 Year 11 and Year 12

Board Developed Course

What will I be doing in this course?

The Year 11 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 Year 11 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 Year 12 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 Year 12 Course covers core topics: Health priorities in Australia and 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 Year 11 and Year 12

Board Developed Course

What will I be doing in this course?

Physics investigates natural phenomena and identifies patterns and applies them in a wide range of contexts, models, and laws to explain behaviours of materials, structures, energy and mechanics.

The Year 11 course develops a knowledge of motion and the calculations related to movement of objects. Students go on to develop an understanding of fundamental mechanics related to motion. Further investigations relate to electrical fields, circuitry, light and sound.

The Year 11 course covers:

- Module 1. Kinematics
- Module 2. Dynamics
- Module 3. Waves and Thermodynamics
- Module 4. Electricity and Magnetism

15 hours must be allocated to a depth study in Year 11

The Year 12 course builds on the concepts of the Year 11 course by expanding on areas of particle motion, gravitational fields, electric and magnetic field interactions, astronomical events and developing theories within physics related areas.

The Year 12 Course Core Topics are:

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

15 hours must be allocated to a depth study in Year 12.

Practical investigations will occupy a minimum of 35 hours course time in both the Year 12 and Year 11 courses.

A depth study is an investigation/activity a student completes individually and will demonstrate a range of skills from the Working Scientifically outcome group. Fieldwork, excursions, investigations and community experts could form a possible stimulus in the Year 11/Year 12 course for such depth studies. A wide range of presentation media will be possible with these tasks.

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 observations, manipulation, measurement and experimental design
- Use technologies to access information and collect data.
- Use terminology and reporting styles while working scientifically to communicate results.
- Describe phenomena and relate this to real world situations.
- Apply knowledge to describe possible solutions within first hand investigations.

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, agricultural education,

agricultural engineering and technologies, construction and mining should consider selecting Physics.

Society and Culture

2 Units in Year 11 and Year 12

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, 30% of HSC.

The Year 11 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 Year 12 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 Year 11 and Year 12

Board Developed Course

What will I be doing in this course?

The Year 11 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 Year 11 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 Year 12 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 Year 12 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 Year 12 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 effecting software engineers.

How will this course help me in the future?

This course provides excellent employment opportunities, both during and after the Year 12. 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.

Visual Arts

2 Units in Year 11 and Year 12

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 Year 12 course. Students critically and historically investigate artworks, critics, historians and artists from a variety of cultures, traditions and times.

The Year 11 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 Year 12 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 NESA to cater for areas of special interest. All Board Endorsed courses count towards the HSC and are listed on the RoSA. 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. Additional VET subjects may be available and some subjects listed are subject to NESA approval.

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



Exploring Early Childhood

120 or 240 hours

2 Units in Year 11 and Year 12

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.

Sport Lifestyle & Recreation Studies (SLR)

1 or 2 Units in Year 11 and/or Year 12

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.

Numeracy

2 Units in Year 11 or 2 Units in Year 11 and Year 12

Board Endorsed Course

School Delivery



What will I be doing in this course?

The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It helps students to master the everyday numeracy skills they will need in their adult lives to become active and successful participants in society.

The course is focused on the development and consolidation of core numeracy skills through authentic and relevant learning scenarios. These include budgeting, shopping, record and account keeping, and a range of real-life activities

requiring numeracy skills. Students also learn to analyse a mobile phone contract, read a payslip and understand taxes.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

The Numeracy course may support students with the numeracy demands of some VET courses and attainment of HSC Minimum Standards in numeracy.

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

The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:

- interpret and use numerical information
- solve problems using visual, spatial, financial and statistical literacy skills
- think mathematically in practical situations
- represent and communicate information
- use the context to determine the reasonableness of solutions

in order to manage situations and solve problems relating to their present and future needs.

How will this course help me in the future?

The Numeracy course will support students to become more numerate and develop the fundamental numeracy skills they need to navigate everyday life after they leave school. It will increase student's capacity to manage situations or solve problems in personal and community, workplace and employment, and education and training contexts.

The course has one core study, and elective course modules.

Core 1 – My Working Life

Modules: There are 10 elective modules which expand on the issues introduced in the core.

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 Year 11 and/or Year 12

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

3.3 Vocational Education and Training Courses (VET)

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 an HSC, but only Board Developed courses can be included as part of an ATAR. Board Developed courses are based on an Industry Curriculum Framework and include a mandatory Work placement component.

Some VET courses are offered at school, while others are only offered at TAFE NSW. 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.



2022 PRIMARY INDUSTRIES COURSE DESCRIPTION

AHC20116 Certificate II Agriculture

RTO 90162 Public Schools NSW, Tamworth

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

Course: **Primary Industries**
Board Developed Course

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

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Agriculture, Horticulture and Conservation & Land Management Training Package (AHC 4.0)

Not all electives will be on offer in every school.

Units of Competency

Core

AHCWHS201 Participate in work, health and safety processes

AHCWRK209 Participate in environmentally sustainable work practices

AHCWRK204 Work effectively in the industry

Electives

AHCINF202 Install, maintain and repair farm fencing

AHCINF201 Carry out basic electric fencing

AHCMOM202 Operate tractors

AHCWRK201 Observe and report on the weather

AHCWRK205 Participate in workplace communication

Pest Management

AHCPMG201 Treat weeds

AHCCHM201 Apply chemical under supervision

AHCNSY202 Care for nursery plants

AHCPMG202 Treat plant pests, diseases and disorders

Livestock

AHCLSK202 Care for health and welfare of livestock

AHCLSK205 Handle livestock using basic techniques

AHCLSK211 Provide feed for livestock

AHCLSK204 Carry out regular livestock observation

AHCLSK206 Identify and mark livestock

AHCLSK209 Monitor water supplies

AHCLSK306 Prepare livestock for competition

Production Horticulture

AHCPM201 Recognise plants

AHCNSY203 Undertake propagation activities

AHCNSY201 Pot up plants

Soils and Media

AHCSOL202 Assist with soil or growing media sampling and testing

Biosecurity

AHCPIO201 Inspect and clean machinery for plant, animal and soil material

AHCMOM304 Operate machinery and equipment

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

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

Recommended Entry Requirements

Students selecting this course should be interested in working in the school farm and with livestock. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with and around animals. They may be required to attend out of school hours activities e.g. showing livestock at local agricultural shows. There may be out of class homework, research activities and assignments.

Examples of occupations in Primary Industries

- animal attending
- dairy farming
- livestock rearing and breeding
- beef production
- nursery worker
- horticulture
- crop production
- horse care
- pest and disease control

Mandatory HSC Course Requirements.

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

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

School specific equipment and associate requirements for students

Refunds

Refund arrangements on a pro-rata basis.

Please refer to your school refund policy

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

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

2022 PRIMARY INDUSTRIES COURSE DESCRIPTION

AHC30116 Certificate III in Agriculture

RTO 90162 Public Schools NSW, Tamworth

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

Course: **Primary Industries**
Board Developed Course

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

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Agriculture, Horticulture and Conservation & Land Management Training Package (AHC 4.0)

Not all electives will be on offer in every school.

Units of Competency

Core

AHCWHS301	Contribute to work, health and safety processes
AHCWRK309	Apply environmentally sustainable work practices
AHCWRK204	Work effectively in the industry

Electives

AHCCHM304	Transport and store chemicals
AHCLSK301	Administer medication to livestock
AHCLSK308	Identify and draft livestock

AHCLSK311	Implement feeding plans for livestock
AHCLSK312	Coordinate artificial insemination and fertility management of livestock
AHCLSK314	Prepare animals for parturition
AHCLSK316	Prepare livestock for competition
AHCLSK331	Comply with industry animal welfare requirements
AHCWRK306	Comply with industry quality assurance requirements
AHCLSK305	Maintain livestock water supplies
AHCINF302	Plan and construct an electric fence
AHCINF303	Plan and construct conventional fencing
AHCMOM202	Operate tractors
AHCMOM201	Operate two-wheel motorbikes
HLTAID003	Provide First Aid

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

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

For students who have completed a Certificate II in Agriculture or Certificate II in Horticulture and commencing study towards Certificate III in Agriculture there are variations to the HSC indicative hours allocated to some units of competency (gap hours are applicable for some units). In recognition of the HSC credit already gained by completing the Certificate II in Agriculture or Horticulture the related units of competency have been allocated 'gap' HSC indicative hours. In most cases students will need only to undertake gap training and further assessment to meet the requirements of these units of competency. This requirement is reflected in the Scope and Sequence which schools customise for course delivery.

Recommended Entry Requirements

Students selecting this course should be interested in working in the school farm and with livestock. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with and around animals. They may be required to attend out of school hour's activities e.g. showing livestock at local agricultural show. There may be out of class homework, research activities and assignments.

Examples of occupations in Primary Industries

- animal attending
- dairy farming
- beef production
- nursery worker
- crop production
- pest and disease control

Mandatory HSC Course Requirements.

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$xxxx HSC - \$xxxx
School specific equipment and associate requirements for students

Refunds

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

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

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

2022 PRIMARY INDUSTRIES COURSE DESCRIPTION

AHC20416 Certificate II in Horticulture

RTO 90162 Public Schools NSW, Tamworth

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

Course: **Primary Industries**

Board Developed Course

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Agriculture, Horticulture and Conservation & Land Management Training Package (AHC 4.0)

Not all electives will be on offer in every school.

Units of Competency

Core

AHCPM201	Recognise plants
AHCPMG201	Treat weeds
AHCPMG202	Treat plant pests, diseases and disorders
AHCSOL202	Assist with soil or growing media sampling and testing
AHCWHS201	Participate in work health and safety processes

Electives:

AHCCHM201	Apply chemicals under supervision
AHCMOM202	Operate tractors
AHCMOM304	Operate machinery and equipment
AHCNSY201	Pot up plants
AHCNSY202	Care for nursery plants
AHCNSY203	Undertake propagation activities
AHCWRK201	Observe and report on weather
AHCWRK204	Work effectively in the industry
AHCWRK205	Participate in workplace communications
AHCWRK209	Participate in environmentally sustainable work practices

Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

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

Recommended Entry Requirements

Students selecting this course should be interested in working in the school grounds. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with plants and soil. They may be required to attend out of school hour activities e.g. showing produce at the local agricultural show. There may be out of class homework, research activities and assignments.

Examples of occupations in Horticulture

- National Parks worker
- gardener
- nursery worker
- horticulture
- crop production
- pest and disease control

Mandatory HSC Course Requirements.

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

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

School specific equipment and associate requirements for students

Refunds

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

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

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



Education

2022 BUSINESS SERVICES COURSE DESCRIPTION**BSB30120 Certificate III in Business**

RTO 90162 Public Schools NSW, Tamworth

IMPORTANT INFORMATION: The training package for this course has recently changed. At the time of publication, NESA has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy.

Course: **Business Services**
Board Developed Course

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

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Business Services Training Package (BSB v7)**Units of Competency****Core**

BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication

Electives

7 elective units, of which:

2 elective units must be selected from Group A
1 elective unit must be selected from Group B
for the remaining 4 elective units:

up to 4 units may be selected from Groups A – G
if not listed, up to 3 units may be selected from a Certificate II, Certificate III or Certificate IV from this or any other currently endorsed Training Package qualification or accredited course.

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

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

Recommended Entry Requirements

Students selecting this course should be interested in working in a business environment. They should be able to use a personal digital device including a personal computer or laptop. There will be out of class homework, research activities and assignments.

Examples of occupations in the business services industry:

- administration assistant
- office junior
- information desk operator
- clerical worker
- receptionist
- data entry operator

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

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

Refunds

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

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

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



Education

2022 CONSTRUCTION COURSE DESCRIPTION

CPC20220 Certificate II in Construction Pathways (Release 4) + Statement of Attainment towards CPC20120 Certificate II in Construction

RTO 90162 Public Schools NSW, Tamworth

IMPORTANT INFORMATION: The training package for this course has recently changed. At the time of publication, NESA has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy.

Course: **Construction**
Board Developed Course

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

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification in CPC20220 Certificate II in Construction Pathways, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Construction, Plumbing and Services Training Package (CPC6.2)

Units of Competency

Core

CPCCOM1012	Work effectively and sustainably in the Construction Industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1013	Plan and organise work
CPCCOM1015	Carry out measurements and calculations
CPCCVE1011	Undertake a basic construction project

Electives

CPCCOM1014	Conduct workplace communication
CPCCOM2001	Read and interpret plans and specifications
CPCCCA2011	Handle carpentry materials
CPCCCA2002	Use carpentry tools and equipment
CPCCCM2006	Apply basic levelling procedures
CPCCCO2013	Carry out concreting to simple form
CPCCJN3004	Manufacture and assemble joinery components

Course Prerequisite

CPCCWHS1001 - Prepare to work safely in the construction industry.

The Construction General Induction Training (Whitecard) will be delivered as part of this course by:

- **INSERT at a cost of \$XXX per student**

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeworkNSW GIT card is mandatory before undertaking any work placement. No online course is recognised by the Dept of Ed

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

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

Recommended Entry Requirements

Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials, climbing ladders and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.

Examples of occupations in the construction industry:

- | | | | | |
|------------|--------------|----------------|---------------|-------------|
| • building | • concreting | • shop fitting | • bricklaying | • carpentry |
|------------|--------------|----------------|---------------|-------------|

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

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

Refunds

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

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

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

2022 ENTERTAINMENT COURSE DESCRIPTION
CUA30420 Certificate III in Live Production and Services
 RTO 90162 Public Schools NSW, Tamworth

IMPORTANT INFORMATION: The training package for this course has recently changed. At the time of publication, NESA has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that some or all of the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy.

Course: **Entertainment**
 Board Developed Course

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

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Creative Arts and Culture Training Package (CUA 5.0)

Units of Competency

Core units

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

Elective units (Sample of electives that may be included)

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

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

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

Recommended Entry Requirements

Students selecting this course should be interested in working in the entertainment industry. They should be able to lift and carry production equipment, have the ability to work as a member of a team, and have good communication skills. There will be out of class activities, homework, research activities and assignments.

Examples of occupations in Live Theatre industry

- Lighting designer/operator
- Vision systems designer/operator
- Venue assistant
- Audio designer/operator
- Stage Manager
- Production technician

Mandatory HSC Course Requirements.

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

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

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

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

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



Education

2022 INFORMATION and DIGITAL TECHNOLOGY COURSE DESCRIPTION

Statement of Attainment towards ICT30120 Certificate III in Information Technology

RTO 90162 Public Schools NSW, Tamworth

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

Course: **Information and Digital Technology**
Board Developed Course

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

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification. This qualification reflects the role of individuals who are competent in a range of Information and Communications Technology (ICT) roles, including animation, basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development. Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts.

Information and Communications Technology TP (ICT 6.0)

Units of Competency:

6 Core

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

6 possible elective units could be taken from:

- Group A Animation
- Group B Basic Cloud Computing
- Group C Basic Cyber Security Awareness
- Group D Digital Media
- Group E Generalist IT Support
- Group F IT Work Ready Skills
- Group G Networking
- Group H Programming
- Group I Systems
- Group J Web Development

2 electives may be taken from other endorsed training package or qualification at AQF levels 2, 3 or 4.

Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

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

Recommended Entry Requirements

Students selecting this course should be interested in working in the information technology industry. Students should be creative, cooperative and able to work in teams. They should be able to use a personal computer and lift and carry small equipment. Students should be interested in working with operating system software and have an interest in learning the various methods to troubleshoot problems. There will be out of class homework, research activities and assignments.

Pathways or skills that suit working in the information technology industry could include:

- High attention to detail including accuracy and precision of work
- Strong communication skills working with clients using IT services and selling equipment or service to customers
- Technical knowledge of IT programs and systems and the ways they operate
- Strong problem solving skills to test new systems and software and diagnose problems in systems or hardware and figure out causes.

Examples of occupations in the Information Technology industry

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

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor, they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals and Complaints

Students may lodge an appeal or a complaint about an assessment decision or other decisions through the VET teacher.

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

Refunds

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

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

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



Education

2022 RETAIL SERVICES COURSE DESCRIPTION

SIR30216 Certificate III in Retail Services

RTO 90162 Public Schools NSW, Tamworth

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

Course: Retail Services Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)						
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.							
Retail Services Training Package (SIR 3.0) Units of Competency Core units SIRXCEG001 Engage the customer SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty SIRXCOM002 Work effectively in a team SIRXIND001 Work effectively in a service environment SIRXRSK001 Identify and respond to security risks SIRXSL001 Sell to retail customer SIRXWHS002 Contribute to workplace health and safety	Elective units SIRXIND002 Organise and maintain the store environment SIRRINV002 Control stock SIRRMER001 Produce visual merchandise displays SIRXPDK001 Advise on products and services SIRRINV001 Receive and handle retail stock Additional for HSC requirements SIRXSL002 Follow point of sale procedures						
Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.							
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.							
Recommended Entry Requirements Students selecting this course should be interested in working in the retail service industry. They should be able to lift and carry stock items, have the ability to work as a member of a team, and have good communication skills. There will be out of class homework, research activities and assignments.							
Examples of occupations in retail services industry <table><tr><td>▪ Buyer</td><td>▪ Stock controller</td><td>▪ Visual merchandise</td></tr><tr><td>▪ Customer service assistant</td><td>▪ Salesperson</td><td>▪ Merchandise</td></tr></table>		▪ Buyer	▪ Stock controller	▪ Visual merchandise	▪ Customer service assistant	▪ Salesperson	▪ Merchandise
▪ Buyer	▪ Stock controller	▪ Visual merchandise					
▪ Customer service assistant	▪ Salesperson	▪ Merchandise					
Mandatory HSC Course Requirements. Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. External Assessment (optional HSC examination for ATAR purposes) The optional Higher School Certificate examination for Retail Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.							
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.							
Course Cost: Preliminary - \$xxxx HSC - \$xxxx School Specific equipment and associate requirements for students	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy						
A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/							
Exclusions - VET course exclusions can be checked on the NESA website at https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions							
2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021							

2022 HOSPITALITY FOOD AND BEVERAGE COURSE DESCRIPTION

SIT20316 Certificate II in Hospitality

RTO 90162 Public Schools NSW, Tamworth

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

Course: **Hospitality - Food and Beverage**
 Board Developed Course

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

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Tourism, Travel and Hospitality training package (SIT 1.2)

Units of Competency

Core

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

Electives

SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage

Plus, additional competencies

Category A

SITXFSA001	Use hygienic practices for food safety
SITHCCC001	Use food preparation equipment
SITHCCC002	Prepare and present simple dishes
SITHCCC006	Prepare appetisers and salads

OR

Category B

SITXCOM001	Source and present information
BSBCMM201	Communicate in the workplace
BSBSUS201	Participate in environmentally sustainable work practices
HLTAID003	Provide First Aid

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

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

Recommended Entry Requirements

Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry:

- Café attendant
- Barista
- Kitchen hand
- Food and beverage attendant

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

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

Refunds

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

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

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



Education

2022 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

SIT20416 Certificate II in Kitchen Operations

RTO 9162 Public Schools NSW, Tamworth

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

Course: **Hospitality - Kitchen Operations**

Board Developed Course

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Tourism, Travel and Hospitality training package (SIT 1.2)

Units of Competency

Core

BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practice

Electives

SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
BSBSUS201	Participate in environmentally sustainable work practices
SITXFSA002	Participate in safe food handling practices
SITHIND002	Source and use information on the hospitality industry

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

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

Recommended Entry Requirements

Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students will be required to attend events and functions out of school hours. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry

- Kitchenhand
- Cook
- Chef
- Baker

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

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

Refunds

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

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

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



Education

2022 ASSISTANT DANCE TEACHING COURSE DESCRIPTION

CUA30313 Certificate III in Assistant Dance Teaching

RTO 90162 Public Schools NSW, Tamworth

IMPORTANT INFORMATION: The training package for this course has recently changed. At the time of publication, NESAs has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy.

Course: **Assistant Dance Teaching**
Board Endorsed Course

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

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

CUA Creative Arts and Culture Training Package (CUA v3)

Units of Competency

Core

BSBWHS201	Contribute to health and safety of self and others
CHCECE006	Support behaviour of children and young people
CUADLT301	Develop basic dance analysis skills
CUADTM301	Assist with dance teaching
CUAWHS403	Incorporate anatomy and nutrition principles into skill development
CUSMLT201	Develop and apply musical ideas and listening skills
HLTAID003	Provide first aid
SISCCRO302A	Apply legal and ethical instructional skills

Electives

CUADTM411	Teach basic dance technique
SISFFIT309A	Plan and deliver group exercise sessions
CUACHR301	Develop basic dance composition skills
CUSIND302	Plan a career in the creative arts industry

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

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

Recommended Entry Requirements

Students selecting this course should be interested in and have some prior experience in Dance. They should be able to participate in dance teaching and demonstration of dance skills to younger students. There will be out of class homework, research activities and assignments. They may be required to attend out of school hours performance and activities

Examples of occupations in the dance industry

- Private studio teaching assistant
- Choreographer
- Warm up coordinator

Mandatory HSC Course Requirements.

Student must complete 300 hours of course work and 70 hours of work placement.

External Assessment

There is no Higher School Certificate (HSC) examination for the Assistant Dance Teaching course

Competency-Based Assessment

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

Appeals and Complaints

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

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

School Specific equipment and associate requirements for students

Refunds

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

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

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



Education

2022 MUSIC INDUSTRY COURSE DESCRIPTION

CUA30915 Certificate III Music Industry

RTO 90162 Public Schools NSW, Tamworth

IMPORTANT INFORMATION: The training package for this course has recently changed. At the time of publication, NESA has not indicated when the new course will be implemented and what their mandatory requirements will be. This will mean that the Units of Competency listed below may change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy

Course: **Music Industry**

Board Endorsed Course

2 or 4 Preliminary and/or HSC units in total

Does not contribute towards Australian Tertiary Admission Rank

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Creative Arts and Culture Training Package (CUA 4.1)

Units of Competency

Core

BSBWHS201	Contribute to health and safety of self and others
CUACMP301	Implement copyright arrangements
CUAIND303	Work effectively in the music industry
CUAMLT302	Apply knowledge of style and genre to music industry practice

Electives

CUAMCP301	Compose simple songs or musical pieces
CUAMCP303	Develop simple musical pieces using electronic media
CUAMPF302	Prepare for performances
CUAMPF303	Contribute to backup accompaniment
CUAMPF304	Make a music demo
CUAMPF305	Develop improvisation skills
CUASOU301	Undertake live audio operations

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

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

Recommended Entry Requirements

Students selecting this course should have basic skills on an instrument and/or vocal. The course uses a variety of specific software/ hardware and requires intermediate computer skills to be able to complete tasks. They should be able to lift, carry and move music production equipment as necessary.

Examples of occupations in the Music industry:

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

Mandatory HSC Course Requirements.

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

External Assessment

There is no HSC exam for this subject.

Competency-Based Assessment

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

Appeals and Complaints

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

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

Refunds

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

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

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



Education

2022 SKILLS FOR WORK AND VOCATIONAL PATHWAYS COURSE DESCRIPTION

FSK20119 Certificate II in Skills for Work and Vocational Pathways

RTO 90162 Public Schools NSW, Tamworth

IMPORTANT INFORMATION: The training package for this course has recently changed. At the time of publication, NESA has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy.

Course: **Skills for Work and Vocational Pathways**
Board Endorsed Course

2 or 3 Preliminary or HSC units in total Board Endorsed Course
Does not contribute towards Australian Tertiary Admission Rank

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Foundation Skills Training Package (FSK 2.0)

The following content is delivered in the 180 hour course, and a modified pattern of delivery is available in the 120 hour course, leading to a Statement of Attainment towards a Certificate II qualification.

To achieve the full qualification, competency must be demonstrated in:
14 units of competency- 1 core unit, *plus* 13 elective units.

Course Units of Competency

Core

FSKLRG011 Use routine strategies for work-related learning

FSK Electives Group A (up to 5 units may be selected)

FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work

FSKNUM015 Estimate, measure and calculate with routine metric measurements for work

FSK Electives Group B (at least 5 units must be selected)

FSKRDG010 Read and respond to routine workplace information

FSKWTG009 Write routine workplace texts

FSKOCM007 Interact effectively with others at work

FSKDIG003 Use digital technology for non-routine workplace tasks

FSKLRG009 Use strategies to respond to routine workplace problems

FSKLRG010 Use routine strategies for career planning

FSKOCM004 Use oral communication skills to participate in workplace meetings

FSKRDG009 Read and respond to routine standard operating procedures

Other Electives

BSBITU211 Produce digital text documents

BSBWOR204 Use business technology

BSBITU212 Create and use spreadsheets

FNSFLT202 Develop and use a savings plan

At least 3 vocational units (and their pre-requisites) from other Training Packages may be selected as elective units (and may replace elective units listed above in red). Teachers must hold the relevant units of competency in their transcripts.

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted

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

Recommended Entry Requirements

Certificate II in Skills for Work and Vocational Pathways represents an option for students to demonstrate key employability skills and a range of foundation skills to employers. This course is project based and projects will be determined by the school. The course provides an opportunity for students to demonstrate skills in literacy and numeracy along with communication and problem-solving skills that relate directly to the workplace.

Career Pathways: Skills and knowledge gained are transferable to vocational pathways or various industries.

Mandatory HSC Course Requirements

There is no mandatory workplace learning component in this course. Where a student has not met NESA course completion criteria they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still contribute to an AQF qualification.

External Assessment There is no Higher School Certificate (HSC) examination for the Skills for Work and Vocational Pathways course. The course does not contribute towards an ATAR.

Qualifications

Students who are assessed as competent in sufficient units of competency will be eligible for a FSK20119 Certificate II Skills for Work and Vocational Pathways. Students who do not achieve competency in all the units in the 180 hour course or complete the 120 hour course will be eligible for a Statement of Attainment towards FSK20119 Certificate II in Skills for work and vocational pathways.

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: \$xxxx
School Specific equipment and associate requirements for students

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

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



Education

2022 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTION
MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413
Certificate II in Engineering Pathways
RTO 90162 Public Schools NSW, Tamworth

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

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

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

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Manufacturing and Engineering Training Package (MEM 2)

Units of Competency

Core

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

Electives

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

Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

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

Recommended Entry Requirements

Students selecting this course should be interested in working in a manufacturing environment. They should be able to use hand and power tools, lift and carry small and large objects. There will be out of class homework, research activities and assignments.

Examples of occupations in the Manufacturing and Engineering industry

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

Mandatory HSC Course Requirements

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

There is **no** external examination in the HSC year for students.

Competency-Based Assessment

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

Appeals and Complaints

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

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

Refunds

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

A school-based traineeship and apprenticeship are available in this industry area, for more information: <http://www.sbatinnsw.info/>

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

2022 SPORT COACHING COURSE DESCRIPTION

SIS30519 Certificate III in Sport Coaching

RTO 90162 Public Schools NSW, Tamworth

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

Course: **Sport Coaching**
Board Endorsed Course

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

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Sport, Fitness and Recreation Training Package (SFR2.0)

Units of Competency

Core units

HLTWH001	Participate in workplace health and safety
SISSCO002	Work in a community coaching role
SISSCO005	Continuously improve coaching skills and knowledge
SISSCO003	Meet participant coaching needs
BSBRK401	Identify risk and apply risk management processes
HLTAID003	Provide first aid (delivered by an external RTO)

Elective units

Complete the follow competency:

SISXIND006	Conduct sport, fitness and recreation events
SISSCO012	Coach sports participants up to an intermediate level

And complete TWO of the following THREE elective competencies:

SISXCAI009	Instruct strength and conditioning techniques
SISSOF002	Continuously improve officiating skills and knowledge
SISXDIS001	Facilitate inclusion for people with a disability

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

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

Recommended Entry Requirements

Students selecting this course should be interested in sport and working in the sport, fitness and recreation industry. They should have a reasonable level of fitness, be able to play and have knowledge of a variety of sports and be able to demonstrate sports skills to junior players. Being an effective communicator, possessing motivation and having effective planning and time management skills are beneficial. There will be out of class homework, research activities and cluster based assessments for students to complete.

Examples of occupations in sport, fitness and recreation industries

- | | | |
|------------------|---------------------------------|------------------------|
| ▪ Sports coach | ▪ Assistant Coach | ▪ Sports event manager |
| ▪ Sports trainer | ▪ Sports administration officer | ▪ Team manager |
| | ▪ Sports official | |

Mandatory HSC Course Requirements.

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

External Assessment

There is no Higher School Certificate (HSC) examination for the Sport Coaching course.

Competency-Based Assessment

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

Appeals and Complaints

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

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

Refunds

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

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

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



Education

2022 FITNESS COURSE DESCRIPTION
SIS30315 Statement of attainment towards Certificate III in Fitness
RTO 90162 Public Schools NSW, Tamworth
 This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
 Notification of variations will be made in due time.

Course: Fitness Board Endorsed Course		2 and 4 Preliminary and/or HSC units in total; Does not contribute towards Australian Tertiary Admission Rank
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.		
Sports, fitness and Recreation training package (SIS 4.0) Units of Competency Core SISFFIT001 Provide health screening and fitness orientation SISFFIT004 Incorporate anatomy and physiology principles into fitness programming SISFFIT005 Provide healthy eating information SISXCCS001 Provide quality service SISXFAC001 Maintain equipment for activities SISXIND001 Work effectively in sport, fitness and recreation environments		Elective units BSBRSK401 Identify risk and apply risk management processes HLTAID003 Provide first aid HLTWHS001 Participate in workplace health and safety SISFFIT006 Conduct fitness appraisals SISXCAI006 Facilitate groups SISXFAC002 Maintain sport, fitness and recreation facilities
Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.		
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.		
Recommended Entry Requirements Students selecting this course should have an interest in sports, fitness and/ or recreation activities and have a basic level of fitness. They should be able to lift, carry and move related equipment and have basic aptitude for technology. They may be required to attend out of school hours activities e.g. sports days and team events.		
Examples of occupations in Fitness Industries <ul style="list-style-type: none"> ▪ Fitness instructor ▪ Gym assistant ▪ Fitness program designer ▪ Sports coach assistant ▪ Personal trainer ▪ Gym administration 		
Mandatory HSC Course Requirements. Students must complete 240 indicative hours of course work and a minimum of 30 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.		
External Assessment There is no HSC exam in this subject.		
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit/s of competency.		
Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.		
Course Cost: Preliminary - \$xxxx HSC - \$xxxx School Specific equipment and associate requirements for students		Refunds Refund arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/		
Exclusions - VET course exclusions can be checked on the NESA website at https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions		
2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021		



Education

2021 FURNITURE MAKING PATHWAYS DESCRIPTION

MSF20516 Certificate II in Furniture Making Pathways

RTO 90162 Public Schools NSW, Tamworth

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

Notification of variations will be made in due time.

Course: **Furniture Making Pathways**
Board Endorsed Course

2 or 3 units Preliminary **or** HSC
Does not contribute towards Australian Tertiary Admission Rank)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Furnishing Training Package (MSF V3.1)

Units of Competency

Core

MSMENV272	Participate in environmentally sustainable work practices
MSMPC103	Demonstrate care and apply safe work practices at work
MSFGN2001	Make measurements and calculations
MSFFP2001	Undertake a basic furniture making project
MSFFP2002	Develop a career plan for the furnishing industry

Electives

MSFFM2002	Assemble furnishing components
MSFFM2003	Select and apply hardware
MSFFP2003	Prepare Surfaces
MSFFP2005	Join furnishing material
MSFFP2006	Make simple timber joints
MEM16008A	Interact with computing technology
MSMSUP106	Work in a team

Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

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

Recommended Entry Requirements

This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the furnishings and light manufacturing industry.

Examples of occupations in the construction industry:

- Shop fitting
- Cabinet Making
- Joinery
- Wood Turning

Mandatory HSC Course Requirements

Students must complete 180 indicative hours of course work to be eligible for the certificate. Students who do not meet these requirements will be 'N' determined as required by the NESA.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals and Complaints

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

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

Refunds

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

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

Students may study VET Furniture Making and Industrial Technology- Timber and Furniture Products, however cannot submit same projects for assessment in both courses.

2022 OUTDOOR RECREATION COURSE DESCRIPTION

SIS20419 Statement of attainment towards Certificate II in Outdoor Recreation

RTO 90162 Public Schools NSW, Tamworth

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

Course: **Outdoor Recreation**

Board Endorsed Course 43441 — Outdoor Recreation (180 indicative hours)

3 Preliminary and/or HSC units in total;

Does not contribute towards Australian Tertiary Admission Rank

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

SIS Sports, Fitness and Recreation (version 4)

Units of Competency

4 x Core (55hr)

- SISOFLD001 Assist in conducting recreation sessions
- SISOFLD002 Minimise environmental impact
- SISXIND002 Maintain sport, fitness and recreation industry knowledge
- HLTWS001 Participate in workplace health and safety

7 x Elective units (125hr)

- HLTAID003 Provide first aid
- SISCAQU002 Perform basic water rescue
- SISOBWG001 Bushwalk in tracked environments
- SISOFLD006 Navigate in tracked environments
- SISOCNE001 Paddle a craft using fundamental skills
- SISOKYK001 Paddle a kayak on inland flatwater
- SISOCYT001 Set up, maintain and repair bicycles
- SISOCYT002 Ride bicycles on roads and pathways, easy conditions
- SISOCYT004 Ride off road bicycles on easy trails
- SISOSRF001 Surf small waves using basic manoeuvres

Students may apply for Recognition of Prior Learning and/or credit transfer provided suitable evidence is submitted.

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

Recommended Entry Requirements

Students selecting this course should have an interest in sports, fitness and/ or recreation activities and have a basic level of fitness. They should be able to lift, carry and move related equipment and have basic aptitude for technology. They may be required to attend out of school hours activities e.g. sports days, camps and overnight activities.

Occupations in Outdoor Recreation Industries

This qualification provides a pathway to work for any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

Mandatory HSC Course Requirements.

Students must complete 180 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.

External Assessment

There is no HSC exam in this subject.

Competency-Based Assessment

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

Appeals and Complaints

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

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

Refunds

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

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

Exclusions - VET course exclusions can be checked on the NESA website at

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

MY CAREER PLANNING NOTES

Online Subject Selections using Edval – Quick Reference Guide (QRG)



A unique WebCode will be emailed to each student via their school email address.

Follow the instructions below to select subjects in each round of the process.

➔ Go to:

<https://my.edval.education/webChoice/student/forms>

➔ Enter your unique WebCode

⚠ Remember to select the pathway that best suits **your** needs. Each pathway has the same subjects but slightly different rules around eligibility.

➔ Select a subject from each drop down menu. It is important to choose in **preference** order.

➔ Click on the Rules and/or Notes for additional information. ★

➔ Submit the form. Any errors or issues will be highlighted at this stage.

Cancel Submit

Yr11_Electives

Main Units	Subject	Units	Notes
English	No selection	0	Reser
Priority 2	No selection	0	Resen
Priority 3	No selection	0	Resen
Priority 4	No selection	0	Resen

➔ Once the submission is successful a summary is presented.

➔ This summary **MUST** be printed AND signed by the parents/carers of the students, and returned to the box provided in the front office.

➔ Please look for closing dates advertised on Sentral daily messages and / or through email notifications.