



**GLENDALE  
TECHNOLOGY  
HIGH SCHOOL**

# **HIGHER SCHOOL CERTIFICATE**

## **COURSE INFORMATION 2023-24**



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## PRINCIPAL'S MESSAGE

Welcome to what will be a really exciting time for students as you collect information and make decisions about the pathways and subjects that you will take over the next 2 years to Years 11 and 12 and beyond – creating your future!

The Higher School Certificate is the highest educational award you can gain in New South Wales schools. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

Glendale Technology High School specialises in the delivery of a wide range of subjects, offering students the best possible pathways to Year 12, the HSC or its equivalent in vocational training.

Please take the time to read carefully the requirements of each course. Consult with teachers, Careers Advisor, and Senior Executive as to the best possible pathways for students to achieve the best possible outcomes.

I trust that the information and advice we provide to you will enable you to make wise choices for the Year 11 and Year 12 Higher School Certificate courses and beyond.

Mr Anthony Angel

Principal

## The Higher School Certificate (HSC)

The Higher School Certificate recognises 13 years of schooling. At Glendale Technology High School, we offer you a full range of subjects matching individual abilities, interests and goals. This gives you greater career choices and increased opportunities at university and TAFE.

You are about to embark on a very important two years of schooling in the lead up to the Higher School Certificate.

To ensure that you make the best decisions, it is vital that you take the time to read this booklet and the accompanying information from NESA. It is also important to discuss your ideas with your family and with people who can provide you with assistance in planning your future career.

The opportunities in the HSC are extensive and students and parents are encouraged to consider all options very carefully. Details of options and requirements will be explained to students and parents at a Parent Information Night

### REQUIREMENTS FOR THE HSC

In order to complete the Year 11 and Year 12 components of the HSC, students must:

- Satisfactorily complete courses that meet the pattern of study required by NESA (a minimum of 12 units in Year 11 and a minimum of 10 units in the HSC course).
- Sit for and make a serious attempt at the HSC exams.
- Follow the course developed or endorsed by NESA.
- Apply yourself with diligence and sustained effort to all of the set tasks and experiences provided in the course by the school.
- Achieve some or all of the course outcomes.
- Meet minimum standards in Writing, Reading and Numeracy. (More information on this is found on the next page).

Your pattern of study must include:

- At least 6 units of Board Developed Courses.
- At least 3 courses of 2 units or greater.
- At least 4 subjects.

In addition, a maximum of 6 units of courses in Science can contribute to your HSC.

### REQUIREMENTS FOR AN ATAR

The ATAR is a ranking of students based on their performances in certain courses in the HSC. It is only necessary for entry into university following the HSC. The University Admission Centre (UAC) requires the following when calculating the ATAR:

- Best two units of English (English Studies may be counted as a Category B subject)
- Best 8 of the remaining units of Board Developed courses.
- Only one Category B subject will be considered.

Some universities require to you to have studied certain subjects, or assume you have done so. The UAC publication "University Entry Requirements for Year 10 students" should be consulted if you have certain university courses in mind. Copies are available for loan in the Careers office at school. It is important to understand pre-requisites, assumed knowledge and recommended subjects.

## HSC MINIMUM STANDARD

### What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- Sit the HSC exams.
- Receive a ROSA

Students do not need to achieve the minimum standard to choose a subject they will study in Stage 6. Students will have up to 4 opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests will be administered by the school via a lockdown browser.

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

*Further Information NSW Education Standards Authority (NESA)*

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



## TERMS AND CONCEPTS YOU SHOULD KNOW

<b>Year 11</b>	refers to the courses usually completed in Year 11
<b>Year 12</b>	refers to the courses usually completed in Year 12
<b>HSC</b>	Credential obtained by end of Year 12 provided all criteria and work requirements are met
<b>NSW Education Standards Authority (NESA)</b>	The organisation that develops the syllabus and conducts the exams
<b>ATAR</b>	Australian Tertiary Admission Rank – this is calculated by the Universities as a way of determining entry to University courses
<b>Selection Rank</b>	Your selection rank is your ATAR + any selection rank adjustments for which you are eligible (eg ATAR + 5 adjustment factors for attending UoN)
<b>VET</b>	Vocational Education and Training – students can get “dual accreditation” by completing these subjects – an HSC and Australian Qualifications Framework award
<b>Category A and B subjects</b>	classifications by the Universities related to eligibility of subjects for the ATAR. Only 2 units of Category B subjects can be used to count towards the ATAR (1 subject).
<b>2 Unit subject</b>	the basis of subjects in the HSC, equates to about 4 hours per week or 120 hours per year and is marked out of 100 in internal and external assessment

## TYPES OF COURSES

There are different types of courses offered as a part of the HSC:

### Board Developed Courses

These are developed by the NSW Education Standards Authority (NESA) and have a formal external HSC examination at the end of Year 12. These courses are eligible for an ATAR.

### Board Endorsed Courses

**Content Endorsed Courses (CEC's)** These are written by NESA based on School Developed Courses in the most popular areas of study.

**VET Courses** These count towards the HSC, but also enable the student to gain an Australian Qualifications Framework qualification. These are provided by and recognised by industry across Australia. Work placement (35 hours per year) is mandatory.

In choosing your courses you should consider what future pathway you are most interested in:

### Academic Pathway

You want the option of going to university after completing Year 12. You should choose Six (6) Board Developed Courses (those that contribute towards an ATAR). This may include a BDC VET Course.

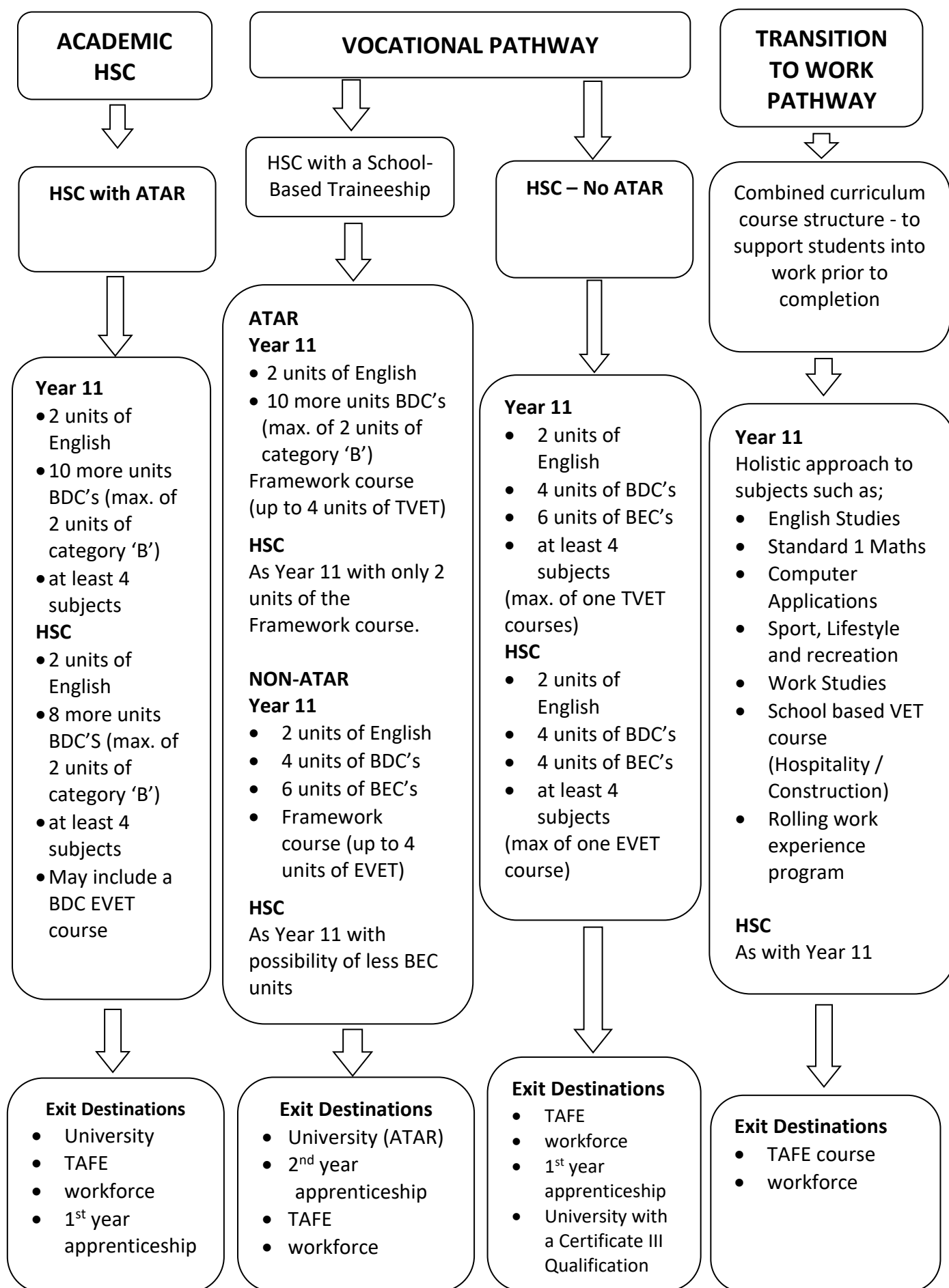
### Vocational Pathway

You don't want to go to University but want to develop skills to enter TAFE or help you gain a traineeship, apprenticeship or other employment.

### Transition to Work Pathway

You plan to leave school when you turn 17 or at the end of Year 11 and are not interested in obtaining a HSC.

## PATHWAYS



Please select at least 6 subjects (12 units) from the lists below which you would like to study.

Remember:

- i. You MUST choose an English course
- ii. You MUST choose at least 3 Board Developed courses to gain an HSC
- iii. To qualify for an ATAR you must choose at least 10 units of Board Developed Courses.

Board Developed Courses Count towards ATAR All 2 units except for Extension courses which are 1 unit	Vocational Education & Training Courses (VET) 2 Units Only 1 course can be counted towards ATAR
Aboriginal Studies Ancient History Biology Business Studies Chemistry Community and Family Studies Dance Earth and Environmental Science Engineering Studies English Advanced English Extension 1 (1 unit) English Standard English Studies * Food Technology Geography Industrial Technology – Multimedia Industrial Technology – Timber Investigating Science Legal Studies Mathematics Advanced Mathematics Extension 1 (1 unit) Mathematics Standard 2 Mathematics Standard 1 * Modern History Music PDHPE Physics Society and Culture Textiles and Design Visual Arts	<p>Certificate II - Construction Pathways (CPC20210)</p> <p>Certificate II - Hospitality - Food and Beverage (SIT20316)</p> <p>Certificate II - Hospitality - Kitchen Operations (SIT20416)</p> <p>Certificate III - Information, Digital Media &amp; Technology Framework – (ICT30120)</p> <p>Certificate III – Retail Services (SIR30216)</p> <p>EVET – Externally delivered VET Courses (Some count towards an ATAR)</p> <p>The following courses <b>may be</b> offered on site at Glendale Technology High School;</p> <p>Certificate III – Aviation-Drone Course (AVI30316)</p> <p><b>Please refer to TAFE information and speak with Mrs Wells for other externally presented courses</b></p> <p>Content Endorsed Courses Do not count towards an ATAR 2 units</p> <p>Certificate III - Sports Coaching (SIS20521)</p> <p>Exploring Early Childhood</p> <p>Marine Studies</p> <p>Sports, Lifestyle &amp; Recreation</p> <p>Work Studies</p>



# Vocational Education & Training at GTHS

## ***What does VET mean?***

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

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

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

## ***What is reported on the HSC?***

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

## ***What are competencies?***

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

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

VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF), are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards an ATAR, a student must study a 240-hour course and must sit a written exam for the HSC. Additionally, some Certificate III courses can be used to create a Selection Rank for entrance into degrees at various Universities, for example, the University of Newcastle currently recognises a Cert III as a 67 selection rank.

## ***What is the Australian Quality Framework (AQF)?***

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

## ***What are Australian Qualification Framework (AQF) qualifications?***

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

## ***What are Industry Curriculum Frameworks?***

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

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

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

does not contribute to the ATAR. However, successfully completing a Certificate III Sports Coaching which is a VET BEC course can lead to students gaining a selection rank of 67 for the University of Newcastle.

### ***What are Specialisation Courses?***

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

### ***Why is work placement compulsory in some VET courses?***

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

### ***Who delivers VET to students?***

VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course. These teachers hold both the certificate in the qualification and a Certificate IV in Training and Assessment.

### ***What is RPL?***

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

### ***What is Credit Transfer?***

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

### ***How do foundation and employability skills relate to VET courses?***

Foundation and employability skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions."

**STUDY IN A VET ICF COURSE MAY GIVE A STUDENT ACCESS TO THE HSC AND AN AQF CREDENTIAL, WORKPLACE LEARNING AND AN ATAR.**

## School Based APPRENTICESHIPS and TRAINEESHIPS – SBATs

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

### ***Key Feature of School Based Apprenticeships and Traineeships***

#### ***School Based Apprentices are required to:***

- Enter into a Training Contract for a nominal duration of generally five years, two years part time followed by three years full time post the HSC.
- Undertake a minimum requirement of 100 – 130 days of paid employment unless otherwise stated in the vocational Training Order (VTO) by 31 December of the year they will complete their HSC.
- Enrol in a minimum Certificate II AQF qualification

#### ***School Based Trainees are required to:***

- Enter into a Training Contract for a term of sufficient duration to allow them to complete their formal training requirements for the HSC as well as the minimum requirement of 100 days, of paid employment by 31 December of the HSC year.
- The minimum training term nominated on the training contract for a school based traineeship must be 18 months. However, the Commissioner for Vocational Training will consider variations to this timeframe where required.

School Based Apprenticeships and Traineeships will be on the job for approximately one day each week but a minimum of 100 days over Year 11 and Year 12. For the building trades, school based apprentices will undertake 144 days of work based training over two years while at school. For the plumbing trades, school based apprentices will undertake 180 days of work based training over two years while at school. For the electro technology trades, school based apprentices will undertake 180 days of work based training over two years while at school.

For the automotive, hospitality and metals and engineering trades, school based apprentices will undertake a minimum of 100 days of work based training over two years while at school.

For further information visit <https://sbatinnsw.info/>

### ***How to apply to become a School Based Trainee?***

Make sure you discuss this with our Careers adviser or SBAT EO immediately as this may affect your choice of subjects for Years 11 and 12.

To sign up and apply, collect “Start My Trade” information from Mrs Wells in the Careers Office.

### ***How are School based Trainees selected?***

By competitive application – this involves industry representatives, interview with potential employer and a trial work experience in Term 3 or 4 of Year 10.

### ***How does the School Based Trainee travel to the workplace and TAFE?***

Students are required to ensure they can make their own way to both the workplace and TAFE (if required)

### ***What happens if an SBAT misses classes at School?***

Students must ensure they communicate regularly with the school Careers Adviser, Year Adviser Senior Executive and teachers to manage their school work load. The school will provide mentoring support as required.

## ***School Based Traineeships Available***

School Based Traineeships are available in a range of industry areas, see industry areas below. More information on each of the traineeships can be found at <https://sbatinnsw.info/>

Administration	Conservation and Land Management	Library and Information services
Aero-skills	Construction Pathways	Multimedia
Aged Care work	Early Childhood Education and Care	Out of School Hours Care
Agriculture	Electro-technology	Outdoor Recreation
Animal Care & Management	Engineering	Printing and Graphic Arts
Applied Digital Technology	Financial Services	Process Manufacturing
Automotive	Fitness	Property Services
Beauty	Food Processing	Retail
Business Services	Furnishing	Salon Assistant
Commercial Cooking	Health Services (Nursing & Dental)	Sport and Recreation
Community Pharmacy	Horticulture	Supply Chain Operations
Community Services Work	Hospitality Operations	Tourism Operations
	Information Technology	

## ***HSC School Based Apprenticeships Available***

School Based Apprenticeships are currently being undertaken in the following areas. More information on each of these apprenticeships can be found at [www.sbatinnsw.info](http://www.sbatinnsw.info).

Airconditioning and Refrigeration	Cabinet making	Painting and Decorating
Automotives - mechanics	Construction - carpentry	Plumbing
Baking	Commercial Cookery	Sport & Recreation
Barbering	Electrical Engineering	Sports Turf Management
Brick & Block laying	Hairdressing	Retail Banking
	Manufacturing Engineering	

There are many other trade qualifications that may be available while attending school. If you want to enquire further about a School Based Apprenticeships or Traineeships that are not listed speak to our Career advisers.

Other websites for further information:

<http://www.aapathways.com.au/Self-Help/Australian-Apprenticeships-Job-Sites>.

[www.training.nsw.gov.au](http://www.training.nsw.gov.au).

## ***Industry –Based Learning Stage 6 Course***

The Industry-Based Learning Stage 6 Course is available to students with an approved school-based apprenticeship or traineeship training contract and who are also entered for the appropriate HSC VET course(s) for the formal off-the-job training component of the school-based apprenticeship or traineeship.

## ***VET Courses and Students with Special Education Needs***

Please follow the link below for further details

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/vet-courses-and-students-with-disability>

## How to choose your courses.

### Step 1 - Consider the following factors

#### ABILITIES:

Choose subjects which match your level of ability, in which you are capable of doing well will make your school life rewarding. Look at your school reports and examine your level of performance.

#### INTERESTS:

Choose subjects in which you are interested. This will make your life at school more enjoyable.

#### MOTIVATION:

Choose subject areas that you want to study.

#### CAREER ASPIRATIONS:

Select career fields that appeal to you, taking into account your personal characteristics and broad interests. Research your career goal. Consider subjects to enhance your vocational interests. This will make study of the HSC more relevant to you.

#### SUBJECT PRE-REQUISITES AND ASSUMED KNOWLEDGE:

Check university requirements if university is your chosen pathway. Each university has a website with extensive information for future students.

### Step 2 - Discuss your ideas and concerns

#### SUBJECT TEACHERS AND YEAR ADVISER:

Talk to teachers about course content and requirements. Your Year Adviser knows you well and can help with advice for study.

#### CAREERS ADVISER:

Talk to Mrs Wells about tertiary study and requirements, employment opportunities, work placements and general aptitude.

#### PARENTS AND CAREGIVERS:

They have a wealth of experience and understanding. They know you better than almost anyone else.

Visit [www.gthscareers.com](http://www.gthscareers.com) for detailed information on career pathways and course requirements

***Sometimes students are unhappy with their subject choice. Changes to subjects are discouraged unless there is a significant need due to educational reasons. No changes will occur after Term 1, Week 4 of Year 11. This highlights to reason to choose carefully and ensure you have considered all options before making your choice.***



## ASSESSMENT AND REPORTING

- HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 –100 will correspond to the highest level of achievement.

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

- **The HSC Testamur** (The official certificate confirming your achievement of all requirements for the award.)
- **The Record of Achievement** (This document lists the courses you have studied and reports the marks and bands you have achieved, see below for more details)
- **Course Reports**

### SATISFACTORY COMPLETION OF ASSESSMENT TASKS

NESA expects students to undertake all tasks set. Candidates for the award of a Higher School Certificate who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

Note: Assessment requirements for all courses will be issued to all students in Year 11 and Year 12, before the commencement of the assessment period.

## Year 11 + HSC Board Developed Courses at GTHS

ATAR ✓: Category A course

ATAR✓\*: Category B course

(refer to Page 3 for explanation)

Year 11 Courses			Cost	Year 12 Courses			Cost
Aboriginal Studies	ATAR ✓	\$10		Aboriginal Studies	ATAR ✓	\$10	
Ancient History	ATAR ✓	\$10		Ancient History	ATAR ✓	\$10	
Biology	ATAR ✓	\$30		Biology	ATAR ✓	\$40	
Business Studies	ATAR ✓	\$10		Business Studies	ATAR ✓	\$10	
Chemistry	ATAR ✓	\$50		Chemistry	ATAR ✓	\$50	
Community & Family Studies	ATAR ✓	\$20		Community & Family Studies	ATAR ✓	\$20	
Dance	ATAR ✓	\$60		Dance	ATAR ✓	\$60	
Earth and Environmental Science	ATAR ✓	\$30		Earth and Environmental Science	ATAR ✓	\$40	
Engineering Studies	ATAR ✓	\$20		Engineering Studies	ATAR ✓	\$20	
English Standard	ATAR ✓	Nil		English Standard	ATAR ✓	Nil	
English Advanced	ATAR ✓	Nil		English Advanced	ATAR ✓	Nil	
English Extension (1 Unit)	ATAR ✓	\$10		English Extension 1 (1 Unit)	ATAR ✓	\$10	
English Studies	ATAR✓*	Nil		English Extension 2 (1 Unit)	ATAR ✓	\$10	
				English Studies	ATAR✓*	Nil	
Food Technology	ATAR ✓	\$45		Food Technology	ATAR ✓	\$45	
Geography	ATAR ✓	\$50		Geography	ATAR ✓	\$50	
Industrial Technology - Multimedia	ATAR ✓	\$15		Industrial Technology - Multimedia	ATAR ✓	\$15	
Industrial Technology - Timber	ATAR ✓	\$60		Industrial Technology - Timber	ATAR ✓	\$40	
Investigating Science	ATAR ✓	\$50		Investigating Science	ATAR ✓	\$50	
Legal Studies	ATAR ✓	\$10		Legal Studies	ATAR ✓	\$10	
Mathematics	ATAR ✓	\$10		Mathematics	ATAR ✓	\$10	
Maths Extension (1 Unit)	ATAR ✓	\$10		Maths Extension 1 (1 Unit)	ATAR ✓	\$10	
Mathematics Standard 2	ATAR ✓	\$10		Maths Extension 2 (1 Unit)	ATAR ✓	\$10	
Mathematics Standard 1 (Applied)	ATAR✓*	\$10		Mathematics Standard 2	ATAR ✓	\$10	
				Mathematics Standard 1 (Applied)	ATAR✓*	\$10	
Modern History	ATAR ✓	\$10		Modern History	ATAR ✓	\$10	
Music 1	ATAR ✓	\$40		Music 1	ATAR ✓	\$40	
PDHPE	ATAR ✓	\$20		PDHPE	ATAR ✓	\$20	
Physics	ATAR ✓	\$30		Physics	ATAR ✓	\$40	
Society and Culture	ATAR ✓	\$10		Society and Culture	ATAR ✓	\$10	
Textile and Design	ATAR ✓	\$60		Textile and Design	ATAR ✓	\$60	
Visual Arts	ATAR ✓	\$65		Visual Arts	ATAR ✓	\$70	

### School VET Courses

Construction Framework (CPC20210)	ATAR✓*	\$60	Construction Framework (CPC20210)	ATAR✓*	\$40
Hospitality – Food & Beverage (SIT20316)	ATAR✓*	\$150	Hospitality – Food & Beverage (SIT20316)	ATAR✓*	\$120
Hospitality – Kitchen Operations (SIT20416)	ATAR✓*	\$150	Hospitality – Kitchen Operations (SIT20416)	ATAR✓*	\$110
Information, Digital Media & Technology (ICT30120)	ATAR✓*	\$20	Information, Digital Media & Technology (ICT30120)	ATAR✓*	\$20
Retail Services (SIR30216)	ATAR✓*	\$20	Retail Services (SIR30216)	ATAR✓*	\$20
Sports Coaching (SIS20521)	ATAR X	\$20	Sports Coaching (SIS20521)	ATAR X	\$20

## BOARD ENDORSED COURSES AT GTHS

(ATAR: NO)

Exploring Early Childhood	\$30	Exploring Early Childhood	\$30
Marine Studies	\$25	Marine Studies	\$25
Sports, Lifestyle & Recreation	\$20	Sports, Lifestyle & Recreation	\$20
Work Studies	Nil	Work Studies	Nil

### EVET COURSES (TAFE and External Provider) ATAR: Yes ✓ ATAR: No X Provided at no cost for students enrolled in an HSC program

Most 4u x 1 year courses are delivered as a whole day per week. Students undertaking this pattern of study will need to catch up on work missed during their TAFE day for other subjects. Students are responsible for their transport to and from the TAFE campus. Some TAFE courses are in the afternoons running from between 12:00pm – 6:00pm.

EVET courses offered which run **at Glendale Technology High School** through external providers as a 4u x 1y course;

26912 – Retail Services SIR30216 - Certificate III in Retail Services	ATAR ✓	4u x 1y	Glendale Technology High School
65580 - Aviation (Remote pilot) AVI30419 - Certificate III in Aviation (Remote pilot)	ATAR X	4u x 1y	Glendale Technology High School

			Glendale	Hamilton	Newcastle
Industry Curriculum Framework			TAFE Campus		
NESA Course Code – NESA Course Qualification Code – Qualification Title	ATAR	Delivery pattern			
26032 – Automotive (Mechanical Technology) AUR20720 – Certificate II in Automotive Vocational Preparation	✓	4u x 1y	✓		
26030 – Automotive (Vehicle Body – Panel Beating) AUR20720 – Certificate II in Automotive Vocational Preparation	✓	4u x 1y	✓		
26032 – Automotive (Vehicle Body – Vehicle Refinishing) AUR20720 – Certificate II in Automotive Vocational Preparation	✓	4u x 1y	✓		
26212 – Construction – Brick and Tile OR General Construction and Formwork CPC20220 – Certificate II in Construction Pathways	✓	4u x 1y			✓
26321 – Electrotechnology UEE22020 – Certificate II in Electrotechnology (Career Start)	✓	2u x 2y	✓		✓
26401 – Entertainment Industry Leads to Partial Completion of CUA30420 – Certificate III in Live Production and Services	✓	2u x 2y			✓
27310 – Information and Digital Technology Leads to partial completion of ICT30120 – Certificate III in Information Technology	✓	2u x 1y	✓*		
27311 – Information and Digital Technology ICT30120 – Certificate III in Information Technology	✓	2u x 2y	✓*		
27412 – Tourism, Travel and Events (Tourism) SIT30116 – Certificate III in Tourism	✓	4u x 1y		✓	
			✓* = Supported online delivery		

Board Endorsed Course (Non-ATAR)		Glendale	Hamilton	Maitland	Newcastle	Hunter St.
NESA Course Code – NESA Course Qualification Code – Qualification Title	Delivery pattern	TAFE Campus				
41643 – Aeroskills Leads to a partial completion of MEA20418 – Certificate II in Aeroskills	2u x 2y + 1U				✓	
58157 – Animal Care ACM20121 – Certificate II in Animal Care	2u x 2y	✓			✓	
58158 – Animal Studies ACM20121 – Certificate II in Animal Studies	4u x 1y	✓				
65580 – Aviation (Remote Pilot) AVI30419 – Certificate III in Aviation (Remote Pilot)	4u x 1y				✓	
59403 – Baking Leads to partial completion of FBP20221 – Certificate II in Baking	2u x 1y		✓			
43883 – Beauty Services (Make-Up) Leads to partial completion of SHB30215 – Certificate III in Make-Up	4u x 1y				✓	
65346 – Community Dance, Theatre & Events Leads to partial completion of CUA30220 – Certificate III in Community Dance, Theatre & Events	2u x 2y				✓	
58256 – Community Services CHC32015 – Certificate III in Community Services	2u x 2y	✓				
43747 – Design Fundamentals (Fashion & Textiles, Graphic Design OR Interior Design) Leads to partial completion of CUA30720 – Certificate III in Design Fundamentals	2u x 1y				✓	
41826 – Early Childhood Education and Care CHC30121 – Certificate III in Early Childhood Education and Care	4u x 2y	✓				
41824 – Early Childhood Education and Care Leads to partial completion of CHC30121 – Certificate III in Early Childhood Education and Care	2u x 2y	✓				
41799 – Fitness Leads to partial completion of SIS30321 – Certificate III in Fitness	4u x 1y				✓	
65169 – Music Industry – Electronic Dance Music CUA30920 – Certificate III in Music Industry	2u x 2y				✓	
65169 – Music Industry – Recording and Live Sound CUA30920 – Certificate III in Music Industry	2u x 2y				✓	
52205 – Plumbing – Introduction Leads to partial completion of CPC20720 – Certificate II in Drainage	2u x 2y			✓		
65238 – Salon Assistant. SHB20216 – Certificate II in Salon Assistant (Hairdressing)	3u x 1y				✓	
59855 – Screen and Media (Animation & Game Design, Film Stream OR Podcasting) CUA31020 – Certificate III in Screen and Media	2u x 2y				✓	✓

- **EVET Applications must be collected from Mrs Wells – a parent signature is required as well as your USI**
- **Applications should be returned to Mrs Wells at parent meetings in Term 3**

**PLEASE NOTE SUBJECTS FOR EVET ARE NOT FINALISED UNTIL THE END OF JULY**

## BOARD DEVELOPED COURSE DESCRIPTIONS

<b>Course: Aboriginal Studies</b>		<b>ATAR ✓</b>	
2 units for each of Year 11 and Year 12			
Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b>			
The Year 11 Course aims to establish an historical body of knowledge from pre-contact times to the 1960s.			
The Year 12 Course aims to provide an in-depth knowledge of legislation, policy, judicial processes and current events from the 1960s onwards.			
<b>Main Topics Covered</b>			
<b>Year 11 Course:</b>			
1. Aboriginality and the Land: relationships with land, dispossession, colonisation.			
2. Heritage and Identity: The Dreaming, Impact of colonisation, diversity of cultural/social life.			
3. Colonialism, Racism and Prejudice: Aboriginal political and legal systems, response to colonisation, consequences of dispossession.			
4. Research and Inquiry Methods: development of interests and research skills for HSC course.			
<b>Year 12 Course:</b>			
1. Social justice and Human Rights: a comparative study. Topics may include: health, education, housing, employment, criminal justice and economic independence. 50% of course time.			
2. Aboriginality and the Land OR Heritage and identity. 20% of course time.			
3. Research and Inquiry Methods – A Major Project of student’s choice related to the course. 30% of course time.			
* During the Year 12 course, students and teacher will undertake consultation with the local Aboriginal community.			
<b>Subject Material Contributions = Year 11 \$10 Year 12 \$10</b>			
<b>Assessment: Year 12 course only</b>			
External Assessment:	<b>Weighting</b>	Internal Assessment:	<b>Weighting</b>
<b>A written examination consisting of:</b> Section I Part I: Social Justice and Human Rights Issues: Part I, II : Stimulus-based short and extended answers. Section II ONE stimulus-based response ONE unstructured extended response Section III Project – One extended response		Knowledge and understanding of course content	40
	60%	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives.	25
	10%	Research and inquiry methods, including aspects of the Major Project	20
	20%	Communication of information, ideas and issues in appropriate forms	15
	10%		
Total	100	100	
<b>Contact Mr Budden for further information.</b>			



## Course: Ancient History

ATAR ✓

2 units for each of Year 11 and Year 12  
Board Developed Course

Exclusions: Nil

### Course Description:

Ancient History is an enjoyable subject. It involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Year 11 and Year 12 courses.

The Preliminary course is structured for students to investigate:

- people, groups, events, institutions, societies and historical sites;
- archaeological and written evidence and the methods used by historians and archaeologists in case studies and in the study of ancient societies.

The course provides a background for students' more specialised HSC studies.

In the Year 12 course, students use archaeological and written evidence to investigate a personality from the ancient world plus three ancient societies/historical periods.

The study of Ancient History provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at University and other tertiary institutions. This enables students to investigate and seek employment opportunities in a broad range of occupations.

### Main Topics Covered

#### Year 11 Course

- **Part I**

(a) Investigating the Past: History, Archaeology and Science –20%

(b) Case Studies – at least one – 20%

- **Part II** Ancient Societies – at least two from **two** of the following areas: Egypt, Near East, Greece and Rome – 60%

#### Year 12 Course

- **Part I:** Ancient Personality in the Context of Their Time – one personality to be studied from the Personality options offered in the syllabus – 25%
- **Part II:** Ancient Societies – one Ancient Society to be studied from the Ancient Societies options offered in the syllabus – 25%
- **Part III:** Historical Periods – one Historical Period to be studied from the Historical Periods options offered in the syllabus – 25%
- **Core Study:** Cities of Vesuvius – Pompeii and Herculaneum. Roman society seen through investigation of these two sites.

Students must make their selections in the HSC course from at least **two** of the following areas: Egypt, Near East, Greece and Rome.

**Subject Material Contributions = Year 11 \$10 Year 12 \$10**

### Assessment: Year 12 course only

External Assessment:	Weighting	Internal Assessment:
A 3-hour written examination in four parts: Ancient Personality Ancient Societies Historical Periods Core Study – Pompeii and Herculaneum	25 25 25 25	The four parts of the course are assessed through a range of tasks including: <ul style="list-style-type: none"><li>• Research</li><li>• Source analysis</li><li>• Various forms of communication</li></ul> The weightings will reflect those that apply to the external assessment.
Total	100	100

**Contact Mr Budden for further information.**

<b>Course: Biology</b>		<b>ATAR ✓</b>
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Nil
<b>Course Description:</b> The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills and the use of biological technologies, the course aims to examine how biological practices are developed and used.  It explores the application of Biology and its significance in finding solutions to health and sustainability issues in a changing world.  The course provides the foundation knowledge and skills required to study Biology after completing school, and supports participation in a range of careers in Biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.		
<b>Students who would benefit from doing this course?</b> This course is designed for students who wish to continue with further studies at TAFE or University such as Nursing, Health Sciences, Pathology, Medical Sciences, Environmental Sciences and Applied Sciences such as Speech Pathology.		
<b>Year 11 Course - 4 modules</b> <ul style="list-style-type: none"><li>• Cells as the Basis of Life</li><li>• Organisation of Living Things</li><li>• Biological Diversity</li><li>• Ecosystem Dynamics</li></ul>	<b>Year 12 Course - 4 modules</b> <ul style="list-style-type: none"><li>• Heredity</li><li>• Genetic Change</li><li>• Infectious Disease</li><li>• Non-Infectious Disease and Disorders</li></ul>	
<b>Particular Course Requirements:</b> The Year 11 and Year 12 course will involve an individual depth study to be undertaken by the student, relating to the course content. It will take up a minimum of 15 hours of their course time in each of the Year 11 and Year 12 courses.		
<b>Subject Material Contributions = Year 11 \$30   Year 12 \$40</b>		
<b>Assessment: Year 12 course only</b>		
<b>Component</b>	<b>Weighting (%)</b>	
Skills in working scientifically	60	
Knowledge and understanding of course content	40	
	100	
<b>Contact Mrs Idris or the Science staff for further information.</b>		

<b>Course: Business Studies</b>		<b>ATAR ✓</b>	
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b> Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of management in global and Australian business. Students develop work related skills in addition to analytical and problem solving competencies through their studies.			
<b>Year 11 Course</b> <ul style="list-style-type: none"><li>• Nature of Business</li><li>• Business Management</li><li>• Business Planning</li></ul>		<b>Year 12 Course</b> <ul style="list-style-type: none"><li>• Operations</li><li>• Finance</li><li>• Marketing</li><li>• Human Resources</li></ul>	
<b>Year 11 Course Requirements:</b> <b>Nature of Business</b> The focus of this topic is the role and nature of business in a changing business environment. <b>Business Management</b> The focus of this topic is the nature and responsibilities of management in the business environment. <b>Business Planning</b> The focus of this topic is the processes of establishing and planning a small to medium enterprise. In the Year 11 course students investigate the operation of a small business through a student run enterprise. This business is shaped and developed by students according to current business practices. <b>Year 12 Course Requirements</b> <b>Operations</b> The focus of this topic is the strategies for effective operations management in large businesses. <b>Marketing</b> The focus of this topic is the main elements involved in the development and implementation of successful marketing strategies. <b>Finance</b> The focus of this topic is the role of interpreting financial information in the planning and management of a business. <b>Human resources</b> The focus of this topic is the contribution of human resource management to business performance. <b>Subject Material Contributions = Year 11 \$10 Year 12 \$10</b>			
<b>Assessment: Year 12 course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination in four parts:		Knowledge and understanding of course content	40
Multiple choice	20	Stimulus-based skills	20
Short answer questions	40	Inquiry, research	20
Extended response in business report format	20	Communication of business information ideas and issues in appropriate forms	20
One extended response answer	20		
	<b>100</b>		<b>100</b>
<b>Contact Mr Budden for further information.</b>			

<b>Course: Chemistry</b>		<b>ATAR ✓</b>
2 units for each of Year 11 and Year 12		
Board Developed Course		<b>Exclusions:</b> Nil
<b>Course Description:</b> <p>The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills, the course aims to examine how chemical theories, models and practices are used and developed.</p> <p>The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>The course provides the foundation knowledge and skills required to study Chemistry after completing school, and supports participation in a range of careers in Chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.</p> <p><b>Students who would benefit from doing this course?</b>  This course is designed for students who are skilled in both Science and Mathematics. It is designed to prepare students for further studies in Chemistry that are required in Science at a University level, Health Sciences, Applied Sciences, Environmental Sciences, Engineering, Nursing and Science Education.</p>		
<b>Year 11 Course - 4 modules</b> <ul style="list-style-type: none"> <li>• Properties and Structure of Matter</li> <li>• Introduction to Quantitative Chemistry</li> <li>• Reactive Chemistry</li> <li>• Drivers of Reactions</li> </ul>		<b>Year 12 Course - 4 modules</b> <ul style="list-style-type: none"> <li>• Equilibrium and Acid Reactions</li> <li>• Acid/Base Reactions</li> <li>• Organic Chemistry</li> <li>• Applying Chemical Ideas</li> </ul>
<b>Particular Course Requirements:</b> <p>The Year 11 and Year 12 course will involve an individual depth study to be undertaken by the student, relating to the course content. It will take up a minimum of 15 hours of their course time in each of the Year 11 and Year 12 courses.</p> <p><b>Subject Material Contributions = Year 11 \$50 Year 12 \$50</b></p>		
<b>Assessment: Year 12 course only</b>		
<b>Component</b>		<b>Weighting (%)</b>
Skills in working scientifically		60
Knowledge and understanding of course content		40
		100
<b>Contact Mrs Idris or the Science staff for further information.</b>		

<b>Course: Community and Family Studies</b>		<b>ATAR ✓</b>	
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b> Community and Family Studies at Stage 6 is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.			
<b>Post School Opportunities</b> The study of Community and Family Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition there are opportunities for students to gain recognition in vocational education and training.			
<b>Year 11 Course</b> <b>Resource Management</b> - Basic concepts of the resource management process. (Course time: 20%) <b>Individuals &amp; Groups</b> - The individual’s roles, relationships and tasks with groups. (Course time: 40%) <b>Families and Communities</b> - Family structures and functions and the interaction between family and community. (Course time: 40%)			
<b>Year 12 Course</b> <b>Research Methodology</b> - Research methodology and skills culminating in the production of an Independent Research Project. (Indicative course time: 25%) <b>Groups in Context</b> - The characteristics and the needs of specific community groups. (Course time: 25%) <b>Parenting and Caring</b> - Issues facing individuals and groups who adopt roles in parenting and caring in contemporary society (Indicative course time: 25%) <b>Year 12 Option Modules</b> (Select one of the following, Indicative course time: 25%) <b>Family and Societal Interactions</b> - How government and community structures support and protect family members throughout their life. <b>Social Impact of Technology</b> -The impact of evolving technologies on individuals, families & communities. <b>Individuals and Work</b> - Contemporary issues confronting individuals as they manage their roles within both their family and work environments.			
<b>Particular Course Requirements:</b> Students may incur costs for guest speakers and excursions which are to assist in students gaining a greater understanding of the associated areas of study in both Year 11 and Year 12 course.			
<b>Subject Material Contributions = Year 11 \$20 Year 12 \$20</b>			
<b>Assessment: Year 12 course only</b>			
Internal Assessment	Weighting	External Examination	Weighting
Knowledge and understanding of how the following impact on wellbeing: • resource management • positive relationships • range of societal factors • nature of groups, families and communities	40	<i>Section I – Core</i> Part A Objective response questions Part B Short-answer questions	20  55
Skills in: • applying management processes to meet the needs of individuals, groups, families and communities • planning to take responsible action to promote wellbeing	25	<i>Section II – Options</i> Candidates answer the question on the option they have studied. Each question contains:	25
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	35	• short-answer parts (worth 10 marks) • an extended response part (worth 15 marks)	
	100		100
<b>Contact Mrs Blake, Miss Singleton or Mr Wilson for further information.</b>			



**Course: Dance****ATAR ✓**

2 units for each of Year 11 and Year 12

Board Developed Course

**Course Description**

The study of dance as an artform in education is based on the study of three interrelated components: Performance, Composition and Appreciation. The study of dance as an artform is not to be confused with or considered as the 'art of a dance'. Such references are frequently associated with the intrinsic or technical qualities or level of execution related to the performance of particular movement identified with specific dance styles.

In Dance Stage 6, students are able to study dance as a unique artform in which the body is the instrument for non-verbal communication and expression. The study of dance as an artform within the school environment is of special educational value to the students' total development, as it offers students new ways of learning through the performance, composition and appreciation of dance.

The artform of dance has a theoretical base that challenges the mind and the emotions, and its study contributes to the students' artistic, aesthetic and cultural education. The study of dance as an artform acknowledges the interrelationship between the practical and theoretical aspects of dance — the making and performing of the movement and the appreciation of its meaning.

Learning results from experience, and the theoretical and practical knowledge augment and enrich one another. Through the study of dance as an artform, students learn the skills of dance, to perform and create dances, to critically analyse, respond, enjoy and make discerning judgments about dance, and to gain knowledge and understanding.

This course enables students to:

- Experience, understand and value dance as an artform through the study of the performance, composition and appreciation of dance
- Through Dance studies, students will develop knowledge and understanding, skills, values and attitudes about dance and its components.

**Particular Course requirements-**

The Year 11 Course consists of: Core Performance, Core Composition and Core Appreciation

The HSC Course consists of: 3 Core parts and one Major Study. The Major Study is an in-depth study on performance, composition, appreciation or dance technology.

**Subject Material contributions – Year 11 \$60, Year 12 \$60****Internal Assessment (Year 12 Only)**

Component	Weighting
Performance	20%
Composition	20%
Appreciation	20%
Major Study	40%

**Contact Ms Nelmes or Ms Turnbull for further information**

<b>Course: Earth and Environmental Science</b>		<b>ATAR ✓</b>
2 units for each of Year 11 and Year 12		
Board Developed Course		<b>Exclusions: Nil</b>
<b>Course Description:</b> The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. An understanding of the Earth’s resources and the ability to live sustainably on the planet is a key focus, as well as exploring the Earth’s renewable and non-renewable resources and other environmental issues.  Students also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth’s features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.  <b>Students who would benefit from doing this course.</b> Any student would benefit from the study of the Earth and how to live sustainably, and it is essential in addressing current and future environmental issues and challenges, such as clean water, renewable energy sources and food shortages. It is also necessary for the use and management of geological resources that are important to Australia’s sustainable future. It would benefit students who wish to study Environmental Science, Geology, Engineering, Water Health and Contamination, Environmental Assessment and Management, Mining and Exploration and Oil, as well as those students who wish to pursue a career as a Marine Geologist, Palaeontologist, Geochemist, Geophysicist or Oceanographer.		
<b>Year 11 Course - 4 modules</b> <ul style="list-style-type: none"><li>• Earth’s Resources</li><li>• Plate Tectonics</li><li>• Energy Transformations</li><li>• Human Impacts</li></ul>	<b>Year 12 Course - 4 modules</b> <ul style="list-style-type: none"><li>• Earth’s Processes</li><li>• Hazards</li><li>• Climate Science</li><li>• Resource Management</li></ul>	
<b>Particular Course Requirements:</b> The Year 11 and Year 12 course will involve an individual depth study to be undertaken by the student, relating to the course content. It will take up a minimum of 15 hours of their course time in each of the Year 11 and Year 12 courses.  <b>Subject Material Contributions = Year 11 \$30 Year 12 \$40</b>		
<b>Assessment: Year 12 course only</b>		
<b>Component</b>	<b>Weighting</b>	
Skills in working scientifically	60	
Knowledge and understanding of course content	40	
	100	
<b>Contact Mrs Idris or the Science staff for further information.</b>		

## Course: Engineering Studies

ATAR ✓

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

### Course Description:

Engineering Studies Stage 6 is directed towards the application and advancement of skills associated with mathematics, science and technology and is integrated with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global-awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and collaborative skills in working as part of a team.

### Course Structure:

The Engineering Studies Stage 6 syllabus includes a Year 11 course of 120 hours (indicative time) and a Year 12 course of 120 hours (indicative time).

**Prerequisite study:** None is required for the Year 11 course. Satisfactory completion of the Year 11 course, however, is a prerequisite for study of the Year 12 Course.

Two types of modules are used to facilitate learning in the course. These are engineering application modules and engineering focus modules. Engineering application modules develops knowledge and understanding of engineering concepts and impacts through the study of engineered products. Engineering focus modules develops knowledge and appreciation of the role of engineers by studying the nature of the engineering profession and emphasising the scope of engineering activities in a given field.

**The Year 11 Course** is made up of 4 compulsory modules:-

- Engineering Fundamentals (*application module*)
- Engineered Products (*application module*)
- Braking Systems (*application module*)
- Biomedical Engineering (*focus module*)

**The Year 12 course** is made up of 4 compulsory modules:-

- Civil Structures (*application module*)
- Personal and Public Transport(*application module*)
- Aeronautical Engineering (*focus module*)
- Telecommunications (*focus module*)

### Particular Course Requirements:

- In the Year 11 course students will learn to understand the significance of an Engineering Report and then develop an Engineering Report. In the engineering profession, an Engineering Report contributes to effective management, communication, decision-making and teamwork by providing a synthesis of the various elements that are relevant to a given project. The report can be developed by individuals or collaboratively as a team.
- There is some technical graphics in the course and students should have their own set of technical drawing equipment (compass, set squares etc).
- **Subject materials contributions: Year 11 \$20, HSC \$20. This covers all handout materials, test pieces and structural materials for destructive testing.**

### HSC assessment only

External examination	Mark	Internal assessment	Weighting
<b>Section 1</b> Objective response questions	20	Knowledge and understanding of course content	<b>60</b>
<b>Section 2</b> Short-answer questions	<b>80</b>	Knowledge and skills in research, problem solving and communication related to engineering practice	<b>40</b>
	<b>100</b>		<b>100</b>

Contact Mr Tryk Ms Blake for further information

## Course: English Advanced

ATAR ✓

2 units for each of Year 11 and Year 12

Board Developed Course

**Exclusions:** English Standard; English Studies; English ESL

### Course Description:

In the **Year 11 English (Advanced) course** students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.

In the **Year 12 English (Advanced) course** students analyse and evaluate texts and the ways they are valued in their contexts.

**Year 11 Course:** The course has three sections:

- Content common to the Standard and Advanced courses is undertaken through the module, Reading to Write - Transition to Senior English
- Module A – Narratives that Shape Our World
- Module B – Critical Study of Literature

**Year 12 Course:** The course has two sections:

- The Year 12 Common Content which consists of a common module to the Year 12 Standard, Advanced and Studies courses where students analyse and explore texts that explore representations of human experience.
- Module A – Textual Conversations
- Module B – Critical Study of Literature
- Module C – The Craft of Writing

### Particular Course Requirements:

**Year 11 English (Advanced) course** requires:

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

**Year 12 English (Advanced) course** requires:

- Students are required to closely study four prescribed texts, one drawn from each of the following categories:
  - Shakespearean drama
  - prose fiction
  - poetry OR drama
- Students must study ONE related text in the common module: Texts and Human Experiences.

**Subject Material Contributions = Year 11 Nil      Year 12 Nil**

### Assessment: Year 12 Course only

Assessment Year 12 Course Only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper	TBA	Knowledge and understanding of course content	50
		Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
			100

**Contact Ms Wolfe for further information.**

**Course: English Extension 1****ATAR ✓**

1 unit of study for each of Year 11 and Year 12

**Exclusions:** English Standard, English Studies, English (ESL)**Course Description:**

- In the Year 11 English (Extension) Course, 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.
- In Year 12 English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

**Year 11 English (Extension) Course**

The course has two mandatory sections:

- Texts, Culture and Value
- Related Project - Students select a key text and examine and evaluate manifestations of their selected text in other contexts and media, while considering how and whether the values embedded in one text parallel, challenge or offer alternatives to the other.

**Year 12 English Extension Course 1**

The course has one section. Students will study the Common Module – Literary Worlds. Students must complete one elective chosen from one elective offered for study. Each elective in this module involves the study of three texts from the prescribed list, with at least two being print texts. Students explore, analyse and critically evaluate a range of other texts that construct private, public and imaginary worlds.

**Particular Course Requirements**

In the **Year 11 English (Extension) Course** Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures

Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project.

**Year 12 English Extension Course 1** requires the study of prescribed texts (as outlined in the prescriptions document)

**Subject Material Contributions = Year 11 \$10 Year 12 \$10**

**Assessment: Year 12 Course Only**

Assessment Year 12 Course Only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper	TBA	Knowledge and understanding of complex texts and of how and why they are valued	50
		Skills in: <ul style="list-style-type: none"><li>• complex analysis</li><li>• sustained composition</li><li>• independent investigation</li></ul>	50
			100

**Contact Ms Wolfe for further information.**



## Course: English Standard

ATAR ✓

2 units for each of Year 11 and Year 12

Board Developed Course

**Exclusions:** English Adv; English Studies; Extension 1; English ESL

### Course Description:

- In the **Year 11 English (Standard)** course students explore the ways events, experiences, ideas and processes are represented in and through texts.
- In the **Year 12 English (Standard)** course students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

**Year 11 Course:** The course has three sections:

- Content common to the Standard and Advanced courses is undertaken through the module Reading to Write - Transition to Senior English
- Module A – Contemporary Possibilities
- Module B – Close Study of Literature

**Year 12 Course:** The course has four sections:

- The Year 12 Common Content which consists of a common module to the Year 12 Standard, Advanced and Studies courses where students analyse and explore texts that explore representations of human experience.
- Module A – Language, Identity and Culture
- Module B – Close Study of Literature
- Module C – The Craft of Writing

### Particular Course Requirements:

**In the Year 11 English (Standard) course** students are required to:

- study ONE complex multimodal or digital text in Module A. (This may include the study of film.)
- study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- support the study of texts with their own wide reading.

**Year 12 English (Standard) course requires:**

- Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:
  - prose fiction
  - poetry OR drama
  - film OR media OR nonfiction
- Students must study ONE related text in the Common module: Texts and Human Experience

**Subject Material Contributions = Year 11 Nil Year 12 Nil**

### Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper	TBA	<b>Assessment modes:</b> Knowledge and understanding of course content Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50 50

**Contact Ms Wolfe for further information.**

## Course: English Studies

**ATAR\*** ✓

Must sit an exam to count towards an ATAR

2 units for each of Year 11 and Year 12

Board Developed Course

**Exclusions:** English Adv; English Standard; Extension 1; English ESL

### Course Description:

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

**Year 11 Course:** The course has two sections:

- Mandatory module – Achieving through English: English in education, work and community
- An additional 2–4 modules to be studied

**Year 12 Course:** The course has two sections:

- Mandatory common module – Texts and Human Experiences
- An additional 2–4 modules to be studied

### Particular Course Requirements:

In both Year 11 and Year 12 students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series).

In Year 12 students will also be required to:

- study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

**Subject Material Contributions = Year 11 Nil      Year 12 Nil**

### Assessment: Year 12 Course Only

External Examination	Weighting	Internal Assessment	Weighting
Students studying English Studies may elect to undertake an optional Year 12 examination. The examination mark will be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR). Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR.	TBA	Knowledge and understanding of course content	50
		Skills in complex analysis, sustained composition and independent investigation	50
			100

**Contact Ms Wolfe for further information**

<b>Course: Food Technology</b>		<b>ATAR ✓</b>	
2 units for each of Year 11 and 12 Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b> 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.			
<b>Post School Opportunities</b> The study of Food Technology provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition students can gain recognition in vocational education and training areas of employment			
<b>Main Topics Covered:</b>			
<b>Year 11 Course</b> <ul style="list-style-type: none"><li>Food Availability and Selection (30%)</li><li>Food Quality (40%)</li><li>Nutrition (30%)</li></ul>		<b>Year 12 Course</b> <ul style="list-style-type: none"><li>The Australian Food Industry (25%)</li><li>Food Manufacture (25%)</li><li>Food Product Development (25%)</li><li>Contemporary Nutrition Issues (25%)</li></ul>	
<b>Particular Course Requirements:</b> <ul style="list-style-type: none"><li>There is no prerequisite study for the 2-unit Year 11 course. Completion of the 2-unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course.</li><li>In order to meet the course requirements, students must ‘learn about’ food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.</li></ul> It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand.			
<b>Subject Material Contributions: Year 11 \$45 Year 12 \$45</b> (to cover the cost of practical & experimental work) <b>Students need a white apron for practical work.</b>			
<b>Assessment: Year 12 course only</b>			
External Examination	Weighting	Internal Assessment	Weighting
<i>Section I</i> Objective response questions	20	Knowledge and understanding of course content	40
<i>Section II</i> Short-answer questions	50	Knowledge and skills in designing, researching, analysing and evaluating	30
<i>Section III</i> Candidates answer one structured extended response question	15	Skills in experimenting with and preparing food by applying theoretical concepts	30
<i>Section IV</i> Candidates answer one extended response question	15		
	100		100
<b>Contact Ms Blake or Miss Singleton for further information</b>			

<b>Course: Geography</b>		<b>ATAR ✓</b>	
2 units for each of Year 11 and Year 12			
Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b> The Year 11 and the Year 12 courses draw on current developments in environmental and human geography and develop students’ knowledge and understanding about the dimensions of geography in the real world. It uses inquiry approach to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of current environmental and human issues. <i>Fieldwork is a major component of this course and multiple trips are planned across year 11 and 12, including; Glenrock Lagoon, Stockton Beach, Barangaroo and Tamburlaine Wines.</i>			
<b>Year 11 Course</b>			
Biophysical studies		45% of course time	
Global studies		45% of course time	
The Senior Geography Field work Project		10% of course time	
<b>Year 12 Course</b>			
Ecosystems at Risk		33% of course time	
Urban Places		33% of course time	
People and Resource Use		33% of course time	
Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, management and cultural integration.			
<b>Particular Course Requirements:</b>			
<b>Please note that fieldwork is a mandatory part of the HSC Geography course, as such there will be a cost involved. Historically this cost has been around \$50 for the full year and multiple fieldworks.</b>			
<b>Assessment: Year 12 course only</b>			
External Assessment		Internal Assessment	Weighting
A three-hour written examination	100	Ecosystems at risk report	25
		Urban Places case study presentation	20
		People and economic activity fieldwork	25
		Trial HSC Examination	30
100			100
<b>Contact Mr Budden for further information.</b>			

<b>Course: Industrial Technology- Multimedia (computing)</b>		<b>ATAR ✓</b>	
2 units for each of Year 11 and Year 12 Board Developed Course			
<b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses			
<b>Course Description:</b> Industrial Technology at Stage 6 is designed to develop in students a knowledge and understanding of a selected industry and its related technologies with an emphasis on design, management and production through practical applications.			
<b>Course Structure:</b> Industrial Technology Stage 6 has a Year 11 and Year 12 course. The Year 11 course of 120 indicative hours consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area chosen as well as an introduction to processes, skills and practices relevant to the design, management, communication and development of multimedia projects. The Year 12 course of 120 indicative hours consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the focus area of study. Students in this focus develop skills to: <ul style="list-style-type: none"><li>• Create interactive multimedia products, such as simple games and Flash websites, using a range of multimedia software including Adobe Flash and Dreamweaver.</li><li>• Capture images and video for computer editing and manipulation</li></ul> There are no pre-requisites for Industrial Technology - Multimedia Technologies however students who have studied Computing Studies or Multimedia in Stage 5 will find their knowledge and skills an advantage in this course. Both the Preliminary and HSC courses are organised around four sections: <ul style="list-style-type: none"><li>A. Industry Study</li><li>B. Design, Management and Communication</li><li>C. Production</li><li>D. Industry Related Manufacturing Technology.</li></ul>			
<b>Particular Course Requirements:</b> <b>Subject materials contributions: \$15 Year 11 and \$15 Year 12 course.</b> This covers all consumables necessary for the construction of Year 11 projects and handout materials in both years.			
<b>Assessment: Year 12 Course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
Written examination based on: <ul style="list-style-type: none"><li>• Industry Related Manufacturing Technology</li><li>• Industry Study</li></ul>	40	Knowledge and understanding of course content	40
The Major Project and accompanying management folio	60	Knowledge and skill in the design, management, communication and production of a major project.	60
	100		100
<b>Contact Ms Blake or Ms Fuller for further information.</b>			

<b>Course: Industrial Technology - Timber Products and Furniture Technologies</b> <b>ATAR ✓</b>			
2 units for each of Year 11 and Year 12 Board Developed Course			
<b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses			
<b>Course Description:</b> Industrial Technology at Stage 6 is designed to develop in students a knowledge and understanding of a selected industry and its related technologies with an emphasis on design, management and production through practical applications.			
<b>Course Structure:</b> Industrial Technology Stage 6 has a Year 11 and Year 12 course.  The Year 11 course consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area chosen as well as an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects.  The Year 12 course consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the focus area of study.  Students will focus on the area Timber Products and Furniture Technologies. The same area is to be studied in both the Year 11 and Year 12 courses.  Both the Year 11 and Year 12 courses are organised around four sections: <ul style="list-style-type: none"> <li>A. Industry Study</li> <li>B. Design, Management and Communication</li> <li>C. Production</li> <li>D. Industry Related Manufacturing Technology.</li> </ul>			
<b>Particular Course Requirements:</b> <ul style="list-style-type: none"> <li>▪ Students will require PPE (Personal Protective Equipment) such as an apron (or similar), safety glasses, hearing protection and dust mask when using power tools and equipment on their practical projects.</li> </ul> <b>Subject materials contributions: \$60 Year 11 and \$40 Year 12 course.</b>  This covers all consumables necessary for the construction of preliminary projects and handout materials in both years. The major HSC project is at the student's own expense due to their individual nature.			
<b>Assessment: Year 12 Course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
Written examination based on: <ul style="list-style-type: none"> <li>• Industry Related Manufacturing Technology</li> <li>• Industry Study</li> </ul>	40	Knowledge and understanding of course content	40
The Major Project and accompanying management folio	60	Knowledge and skill in the design, management, communication and production of a major project.	60
	100		100
<b>Contact Ms Blake, Mr Frith or Mr. Barry for further information.</b>			



<b>Course: Investigating Science</b>		<b>ATAR ✓</b>
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions: Nil</b>
<b>Course Description:</b> The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of Science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students’ analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.  The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. It promotes active inquiry and explores key concepts, models and phenomena. The course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.  <b>Students who would benefit from doing this course.</b> This course is designed for students who have a broad interest in Science and experimentation. It is designed as a stand-alone course for those who wish to further their Science education or as a complementary subject to the other Science courses. Choosing this subject will assist students completing Biology, Chemistry, Earth and Environmental Science and Physics.		
<b>Year 11 Course - 4 modules</b> <ul style="list-style-type: none"><li>• Cause and Effect - Observing</li><li>• Cause and Effect - Inferences and Generalisations</li><li>• Scientific Models</li><li>• Theories and Laws</li></ul>	<b>Year 12 Course - 4 modules</b> <ul style="list-style-type: none"><li>• Scientific Investigations</li><li>• Technologies</li><li>• Fact or Fallacy?</li><li>• Science and Society</li></ul>	
<b>Particular Course Requirements:</b> The Year 11 and Year 12 course will involve an individual depth study to be undertaken by the student, relating to the course content. It will take up a minimum of 30 hours of their course time in each of the Year 11 and Year 12 courses.  <b>Subject Material Contributions = Year 11 \$50 Year 12 \$50</b>		
<b>Assessment: Year 12 course only</b>		
<b>Component</b>	<b>Weighting (%)</b>	
Skills in working scientifically	60	
Knowledge and understanding of course content	40	
	100	
<b>Contact Mrs Idris or the Science staff for further information.</b>		

<b>Course: Legal Studies</b>		<b>ATAR ✓</b>
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Nil
<b>Course Description:</b> The Year 11 course develops student understanding of law making processes and the function of law within legal and non-legal institutions. It also investigates contemporary issues that illustrate how the law operates in practice. This is achieved by examining, analysing and synthesizing legal information and investigating legal issues from a variety of perspectives. The Year 12 course investigates a broad range of contemporary issues that include; criminal law, criminal law processes, institutions and human rights. It also investigates through two focus studies the effectiveness of law in achieving justice for society's citizens.		
<b>Year 11 Course</b> <ul style="list-style-type: none"> <li>The Legal System 40% of course time</li> <li>The Individual and the Law 30% of course time</li> <li>The Law in Practice 30% of course time</li> </ul> <b>Year 12 Course</b> <ul style="list-style-type: none"> <li>Crime 30% of course time</li> <li>Human Rights 20% of course time</li> <li>Additional Focus Options 50% of course time</li> </ul> <p>Two options chosen from consumers, families, global environments, Indigenous people, shelter, workplace and world order.</p> <p><b>Examples of some key themes incorporated across all topics:</b></p> <ul style="list-style-type: none"> <li>Issues of compliance and non-compliance to the stated laws</li> <li>the role of law reform in recognizing the rights of citizens in society</li> <li>the effectiveness of legal and non-legal responses in achieving justice for societies citizens</li> </ul>		
<b>Particular Course requirement:</b> NIL		
<b>Subject Material Contributions: Year 11 \$10 Year 12 \$10</b>		
<b>Assessment Year 12 course only.</b>		
External Assessment	Weighting	Internal Assessment
A three-hour written examination: <ul style="list-style-type: none"> <li>Multiple Choice</li> <li>Crime/Human Rights</li> <li>Focus Studies</li> </ul>	<b>20</b> <b>30</b> <b>50</b>	Core and focus studies assessed through: <ul style="list-style-type: none"> <li>Investigation and research.</li> <li>Discussion, expositions and reports through oral and written communication</li> </ul>
Total	100	100
<b>Contact Mr Budden for further information.</b>		

Course: Mathematics Advanced		ATAR ✓
2 units for each of Year 11 and Year 12 Board developed Course		
<b>Prerequisites:</b> The course is constructed on the assumption that students have achieved the Level 5.2 outcomes in Stage 5 Mathematics. <b>However, experience shows that students who do not achieve beyond these outcomes often lack the background knowledge and self-discipline to perform satisfactorily at this level. Candidates should have achieved a grade A, B or C6 in Stage 5 Mathematics</b>		
<b>Course Description:</b> The course is intended to give students who have demonstrated general 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 useful for concurrent studies in science and commerce. The course is a sufficient basis to undertake mathematics as a minor discipline at the 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 Extension 1 or Extension 2 courses. This course will be a prerequisite for a number of university degrees requiring mathematics.		
<b>Subject Material Contributions = Year 11 \$10   Year 12 \$10</b>		
<b>Year 11 Course</b> Functions <ul style="list-style-type: none"><li>MA-F1 Working with Functions</li></ul> Trigonometric Functions <ul style="list-style-type: none"><li>MA-T1 Trigonometry and Measure of Angles</li><li>MA-T2 Trigonometric Functions and Identities</li></ul> Calculus <ul style="list-style-type: none"><li>MA-C1 Introduction to Differentiation</li></ul> Exponential and Logarithmic Functions <ul style="list-style-type: none"><li>MA-E1 Logarithms and Exponentials</li></ul> Statistical Analysis <ul style="list-style-type: none"><li>MA-S1 Probability and Discrete Probability Distributions</li></ul>	<b>Year 12 Course:</b> Functions <ul style="list-style-type: none"><li>MA-F2 Graphing Techniques</li></ul> Trigonometric Functions <ul style="list-style-type: none"><li>MA-T3 Trigonometric Functions and Graphs</li></ul> Calculus <ul style="list-style-type: none"><li>MA-C2 Differential Calculus</li><li>MA-C3 Applications of Differentiation</li><li>MA-C4 Integral Calculus</li></ul> Financial Mathematics <ul style="list-style-type: none"><li>MA-M1 Modelling Financial Situations</li></ul> Statistical Analysis <ul style="list-style-type: none"><li>MA-S2 Descriptive Statistics and Bivariate Data Analysis</li><li>MA-S3 Random Variables</li></ul>	
<b>Assessment: Year 12 course only</b>		
<b>External Assessment</b>	<b>Internal assessment</b>	
A single written examination paper of 3 hours' duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used	The components of the course are broken up into Understanding, fluency and communication and Problem solving, reasoning and justification. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both components.	
<b>100</b>	<b>100</b>	
<b>Contact Mr Ide for further information.</b>		

<b>Course: Mathematics Extension 1</b>		<b>ATAR ✓</b>
3 units in each of Year 11 and Year 12 Board Developed Course		
<b>Prerequisites:</b> The course is constructed on the assumption that students have a thorough understanding of the Level 5.3 outcomes in Stage 5 Mathematics. <b>Candidates should have achieved a grade A Stage 5 Mathematics.</b>		
<b>Course Description:</b> The content of this course, which includes the whole of the 2-unit course, 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 that are applicable to the real world. It has general educational merit and is useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences. Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension 2 course.		
<b>Subject Material Contributions = Year 11 \$10   Year 12 \$10</b>		
<b>Year 11 Course</b> Functions <ul style="list-style-type: none"><li>• ME-F1 Further Work with Functions</li><li>• ME-F2 Polynomials</li></ul> Trigonometric Functions <ul style="list-style-type: none"><li>• ME-T1 Inverse Trigonometric Functions</li><li>• ME-T2 Further Trigonometric Identities</li></ul> Calculus <ul style="list-style-type: none"><li>• ME-C1 Rates of Change</li></ul> Combinatorics <ul style="list-style-type: none"><li>• ME-A1 Working with Combinatorics</li></ul>	<b>Year 12 Course</b> Proof <ul style="list-style-type: none"><li>• ME-P1 Proof by Mathematical Induction</li></ul> Vectors <ul style="list-style-type: none"><li>• ME-V1 Introduction to Vectors</li></ul> Trigonometric Functions <ul style="list-style-type: none"><li>• ME-T3 Trigonometric Equations</li></ul> Calculus <ul style="list-style-type: none"><li>• ME-C2 Further Calculus Skills</li><li>• ME-C3 Applications of Calculus</li></ul> Statistical Analysis <ul style="list-style-type: none"><li>• The Binomial Distribution</li></ul>	
<b>Assessment: Year 12 course only</b>		
<b>External Assessment</b>	<b>Internal assessment</b>	
Two written examination papers. Currently, one paper is identical to the paper of 3 hours' duration for the 2-unit Mathematics course. The other paper is based on the Extension course and is of 2 hours' duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used	The components of the course are broken up into Understanding, fluency and communication and Problem solving, reasoning and justification. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both components.	
<b>100</b>	<b>100</b>	
<b>Contact Mr Ide for further information.</b>		

## Course: Mathematics Standard 2

ATAR ✓

2 units for each of Year 11 and Year 12

Board Developed Course

**Exclusions:** Students may **not** study any other Stage 6 Mathematics course in conjunction with Standard 2 Mathematics.

**Prerequisites:** The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all sub-strands of Stage 5.1 and with the following sub-strands of Stage 5.2 - Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis and Probability.

**However, experience shows that students who only achieve some outcomes at 5.1 level are finding the work too difficult and should only select the course if they have performed satisfactorily in Stage 5 Mathematics.**

### Course Description:

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

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

**Subject Material Contributions = Year 11 \$10 Year 12 \$10**

### Year 11 Course

Algebra

- MS-A1 Formulae and Equations
- MS-A2 Linear Relationships

Measurement

- MS-M1 Applications of Measurement
- MS-M2 Working with Time

Financial Mathematics

- MS-F1 Money Matters

Statistical Analysis

- MS-S1 Data Analysis
- MS-S2 Relative Frequency and Probability

### Year 12 Course

Algebra

- MS-A4 Types of Relationships

Measurement

- MS-M6 Non-right-angled Trigonometry
- MS-M7 Rates and Ratios

Financial Mathematics

- MS-F4 Investments and Loans
- MS-F5 Annuities

Statistical Analysis

- MS-S4 Bivariate Data Analysis
- MS-S5 The Normal Distribution

Networks

- MS-N2 Network Concepts
- MS-N3 Critical Path Analysis

### Assessment: Year 12 course only

#### External Assessment

A single HSC examination.

**100**

#### Internal Assessment

The components of the course are broken up into Understanding, fluency and communication and Problem solving, reasoning and justification. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both components.

**100**

**Contact Mr Ide for further information.**

## Course: Mathematics Standard 1 (Applied)

**ATAR\*** ✓

Must sit HSC Exam to count towards an ATAR

2 units for each of Year 11 and Year 12  
Board Endorsed Course

**Prerequisites:** The course is constructed on the assumption that students have achieved a good understanding of the Level 5.1 outcomes in Stage 5 Mathematics.

### Course Description:

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives.

Students of the Mathematics Standard 1 (Applied) course study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 course.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. This course offers students the opportunity to prepare for post-school options of employment or further training.

***Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. The examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR).***

**Subject Material Contributions = Year 11 \$10 Year 12 \$10**

### Main Topics Covered

#### Year 11 Course

##### Algebra

- MS-A1 Formulae and Equations
- MS-A2 Linear Relationships

##### Measurement

- MS-M1 Applications of Measurement
- MS-M2 Working with Time

##### Financial Mathematics

- MS-F1 Money Matters

##### Statistical Analysis

- MS-S1 Data Analysis
- MS-S2 Relative Frequency and Probability

#### Year 12 Course

##### Algebra

- MS-A3 Types of Relationships

##### Measurement

- MS-M3 Right-angled Triangles
- MS-M4 Rates
- MS-M5 Scale Drawings

##### Financial Mathematics

- MS-F2 Investment
- MS-F3 Depreciation and Loans

##### Statistical Analysis

- MS-S3 Further Statistical Analysis

##### Networks

- MS-N1 Networks and Paths

### Assessment: Year 12 course only

#### External Assessment

Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. The examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR).

#### Internal Assessment

The components of the course are broken up into understanding, fluency and communication and problem solving, reasoning and justification. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both components.

**Contact Mr Ide for further information.**

<b>Course: Modern History</b>		<b>ATAR ✓</b>
2 units for each of the Year 11 and Year 12 Board Developed Course		<b>Exclusions: Nil</b>
<b>Course Description:</b> Modern History provides students with opportunities to investigate a variety of individuals, events and societies as a background for their more specialised Year 12 studies.  It involves studying history through film, the assassination of JFK and a Personal Interest Historical Investigation as well as twentieth century national studies in the Year 11 course. The Year 12 course focusses on power and authority in the modern world and investigating conflict and change in our world today through source studies.		
<b>Main Topics Covered;</b> <b>Year 11 Course</b> -The Nature of Modern History <ul style="list-style-type: none"> <li>• The Representation and Commemoration of the Past: Film Study- <i>Forrest Gump</i></li> <li>• The Construction of Modern History: Who was Lee Harvey Oswald?</li> </ul> -Case Studies <ul style="list-style-type: none"> <li>• The Assassination of JFK</li> <li>• The Making of Modern South Africa</li> </ul> -Historical Investigation -The Shaping of the Modern World <ul style="list-style-type: none"> <li>• The Age of Imperialism</li> <li>• World War One</li> </ul> <b>Year 12 Course</b> -Core Study <ul style="list-style-type: none"> <li>• Power and Authority in the Modern World 1919-1946 -National Study</li> <li>• Japan 1904-1937 -Peace and Conflict</li> <li>• Conflict in the Pacific 1937-1951</li> </ul> -Change in the Modern World <ul style="list-style-type: none"> <li>• Apartheid in South Africa 1960-1994</li> </ul> <b>Subject Material Contributions - Year 11: \$10    Year 12: \$10</b>		
External Assessment- Year 12 only	Weighting	Internal Assessment
A 3 hour written examination in four parts:		Core, national and international studies are assessed through a range of tasks including:
Core Study	25%	<ul style="list-style-type: none"> <li>• research</li> </ul>
National Study	25%	<ul style="list-style-type: none"> <li>• source analysis</li> </ul>
Peace and Conflict	25%	<ul style="list-style-type: none"> <li>• various forms of written and verbal communication</li> </ul>
Change in the Modern World	25%	
<b>Contact Mr Budden or Ms Parkes for further information.</b>		



<b>Course: Music 1</b>		<b>ATAR ✓</b>	
2 units for each of Year 11 and Year 12 Board Developed Course <b>Prerequisites:</b> Music mandatory course Year 8 (or equivalent) – no additional experience or instrument skills are required.			
<b>Exclusions:</b> Music 2			
<b>Course Description:</b> In the Year 11 and Year 12 courses, students will study: the concepts of music through learning experiences in 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 which cover a range of styles, periods and genres.			
<b>Year 12 course</b> 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.			
<b>Subject Material Contribution – Year 11 \$40 Year 12 \$40</b>			
<b>Assessment: Year 12 course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
External Assessment		Core performance	10
<b>Core Performance (one piece)</b>	10	Core composition	10
A 45 minute – 1-hour aural exam	30	Core musicology	10
Electives:		Core aural	25
Three electives from any combination of:	20	Elective 1	15
• Performance (one piece)	20	Elective 2	15
• Composition (and submitted composition)		Elective 3	15
• Musicology (one <i>viva voce</i> )			
	<b>100</b>		<b>100</b>
<b>Post-school opportunities:</b> session musician, composer, performer (orchestra, choir, band), teacher, management, broadcasting, record company, sound engineer/producer, conductor, music therapist & instrument maker.			
<b>Contact Ms Nelmes further information.</b>			

<b>Course:</b> Personal Development Health & Physical Education (PDHPE)		<b>ATAR</b> ✓
2 units for each of Year 11 and Year 12		
Board Developed Course		<b>Exclusions:</b> Nil
<p><b>Course Description:</b></p> <p>The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.</p> <p>In the Year 12 course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p> <p><b>Post-school opportunities</b></p> <p>The syllabus provides a direct link with study and vocational pathways in the areas of recreational, paramedical and movement and health sciences. Related career opportunities are expanding and gaining recognition throughout the community as legitimate fields of endeavour.</p>		
<p><b>Year 11 Course</b></p> <p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>• Better Health for Individuals</li> <li>• The Body in Motion</li> </ul> <p><b>Optional Components (40%)</b></p> <p>Two options each from</p> <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Composition and Performance</li> <li>• Fitness Choices</li> <li>• Outdoor Recreation</li> </ul>		<p><b>Year 12 Course</b></p> <p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>• Health Priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul> <p><b>Optional Component (40%)</b></p> <p>Two options each from</p> <ul style="list-style-type: none"> <li>• The Health of Young People</li> <li>• Sport and Physical Activity in Australian Society</li> <li>• Sports Medicine</li> <li>• Improving Performance</li> <li>• Equity and Health</li> </ul>
<p><b>Particular Course Requirements:</b></p> <p>In addition to core studies students select two options in each of the Year 11 and Year 12 courses</p> <p><b>Subject Material Contributions = Year 11 \$20 Year 12 \$20</b></p>		
<b>Assessment: HSC course only</b>		
External Assessment		Internal Assessment
A three hour written paper 100		Core
		Options
100		Weighting
		60
		40
		100
<b>Contact: Mr Mansfield for further information.</b>		

**Course: Physics****ATAR ✓**

2 units for each of Year 11 and Year 12

Board Developed Course

**Exclusions:** Nil**Course Description:**

The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It focuses on the advanced concepts that students will need to succeed in tertiary study such as mechanics, electromagnetism, waves and the atom. It will extend and challenge students, while providing them with a greater understanding of how the universe works.

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

The problem-solving nature of Physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

**Students who would benefit from doing this course.**

This course is designed for students who are skilled in both Science and Mathematics. It is designed to prepare students for further studies in Physics that are required in Engineering, Medicine, Computing and Science at a university level.

**Year 11 Course - 4 modules**

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

**Year 12 Course - 4 modules**

- Advanced Mechanics
- Electromagnetism
- Nature of Light
- From the Universe to the Atom

**Particular Course Requirements:**

The Year 11 and Year 12 course will involve an individual depth study to be undertaken by the student, relating to the course content. It will take up a minimum of 15 hours of their course time in each of the Year 11 and Year 12 courses.

**Subject Material Contributions = Year 11 \$30 Year 12 \$40****Assessment: Year 12 course only**

Component	Weighting (%)
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

**Contact Mrs Idris or the Science staff for further information.**

<b>Course: Society and Culture</b>		<b>ATAR ✓</b>	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b>  Society and Culture encourages students to look at the way people interact and communicate with each other and what influences them. Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world.  In today’s social environment there are so many cultures reported in the media but do we really get the true view of these people and their culture? This course will open your eyes to the myths and focus on the truths behind society and global cultures.			
<b>Year 11 Course</b> <ul style="list-style-type: none"><li>• The Social and Cultural World</li><li>• Personal and Social Identity</li><li>• Intercultural Communication</li></ul>		<b>Year 12 Course</b> <b>Core</b> <ul style="list-style-type: none"><li>• Social and Cultural Continuity and Change</li><li>• The Personal Interest Project (PIP)</li></ul> <b>Depth Studies</b> Two to be chosen from: <ul style="list-style-type: none"><li>• Popular Culture</li><li>• Belief Systems and Ideologies</li><li>• Social Inclusion and Exclusion</li><li>• Social Conformity and Nonconformity</li></ul>	
<b>Particular course Requirements:</b> Nil			
<b>Subject Material Contributions = Preliminary \$10 HSC \$10</b>			
The Year 11 course is a prerequisite for the Year 12 course			
<b>Assessment: Year 12 course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination	60%	Knowledge and understanding of course content	50%
Personal Interest Project	40%	Application and Evaluation of Social and Cultural research Methodologies	30%
		Communication of information	20%
	100		100
<b>Contact Ms Parkes or Mr Budden for further information.</b>			

<b>Course: Textiles and Design</b>		<b>ATAR ✓</b>	
2.units for each of Year 11 and Year 12			
Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b> The <b>Year 11 course</b> involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work. The <b>Year 12 course</b> builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.			
<b>Post School Opportunities</b> The study of Textiles and Design provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In particular there are opportunities for students to gain recognition in vocational education and training.			
<b>Main Topics Covered:</b>			
<b>Year 11 Course</b>			
<ul style="list-style-type: none"><li>• Design (40%)</li><li>• Properties and Performance of Textiles (50%)</li><li>• The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%)</li></ul>			
<b>Year 12 Course</b>			
<ul style="list-style-type: none"><li>• Design (20%)</li><li>• Properties and Performance of Textiles (20%)</li><li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li><li>• Major Textiles Project (50%)</li></ul>			
<b>Particular Course Requirements:</b> In the Year 11 course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, as either experimental work and/or project work. In the Year 12 course, the major textiles project (MTP) allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.			
<b>Subject Material Contributions = Year 11 \$60 Year 12 \$60</b>			
<b>Assessment: Year 12 course only</b>			
External Assessment	Weighting	Internal Assessment	Weighting
<b>Written examination</b>			
<i>Section I</i> Objective response questions	10	Knowledge and understanding of course content	50
<i>Section II</i> Short-answer questions	24	Skills and knowledge in the design, manufacture and management of a major textiles project.	50
<i>Section III</i> Candidates answer one structured extended response question	16		
<b>Major Textiles Project</b>	50		
Total	100	Total	100
<b>Contact Ms Blake or Miss Singleton for further information</b>			

## Course: Visual Arts

ATAR ✓

2 units for each of Year 11 and Year 12

Board Developed Course

### Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:

Ceramics - Visual Arts HSC Ceramics Body of Work

Furnishing – the Furnishing Integrated project(s) cannot be used as a Body of Work

Photography – Visual Arts HSC Photography Body of Work

Visual Design – Products developed cannot be used as a Body of Work in Visual Arts

### Course Description:

Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding of artist practice and that demonstrates their ability to solve problems creatively.

The Year 11 course is broad, while the Year 12 course provides for deeper, increasingly more independent investigations.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students who have not studied Visual Arts in Year 10 and have limited experience in Visual Arts.

### Year 11 Course learning opportunities focus on:

- The nature of practice in art making, art criticism and art history through different investigations
- Making artworks through experimentation with various artmaking mediums
- The role and function of artists' artwork, the world and audiences in the art world
- The frames and how students might develop their own informed points of view in making art
- Making a variety of works in different media.

### Year 12 Course learning opportunities focus on:

- developing their own informed points of view in increasingly more independent ways using the frames
- developing their own practice of art making, art criticism, and art history applied to selected areas of interest
- learning about the relationships between artist, artwork, world, audience within the art world

### Particular Course Requirements:

#### Year 11 Course

- 4 mini artworks in different forms and use of a process diary
- a broad investigation of ideas in art criticism and art history

#### Year 12 Course

- development of a body of work and use of a process diary
- a minimum of 5 Case Studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history.

**Subject Material Contribution – Year 11 \$65 Year 12 \$70, as well as individual student specialist equipment as required.**

### Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
A written paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

**Contact Ms Nelmes and Mrs Thornton for further information.**

## Course: Exploring Early Childhood

**ATAR X**

### Content Endorsed Course

2 Units in Year 11 and Year 12

**Exclusions:** Nil

### Course Outline:

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children's services.

### Content:

Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments

The study of Exploring Early Childhood will support students in developing a commitment to, and capacity for, lifelong learning in this area. The course offers initial learning experiences that can lead to further post-school study at university or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

**Subject Material Contributions = Year 11 \$30 Year 12 \$30**

### Student Assessment

Knowledge and practical skills will be assessed

**Contact Miss Singleton or Ms Blake for further information**



**Content Endorsed Course**

2 Units in Year 11 and Year 12

**Exclusions: Nil****Course Outline:**

In Marine Studies students may elect to undertake a course of study which covers a broad and diverse range of optional modules, or alternatively to specialise through a focus on thematic groups of modules which may provide a continuum into specific fields of post-school employment, study or leisure pursuits.

Year 11 30 hour Core + 90 hours of optional modules

Year 12 120 hours of optional modules

**Content:**

Optional modules available for study can include :

- Commercial and Recreational Fishing
- Seafood Handling and Processing
- Boating and Seamanship
- Dangerous Marine Creatures
- Coral Reef Ecology
- Coastal Studies
- Sea Birds of Our Coast
- Marine Aquariums
- Personal Interest Project

**Subject Material Contributions = Year 11 \$25   Year 12 \$25**

**Post School Opportunities**

The study of Marine Studies Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university, other tertiary institutions and private providers.

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

**Student Assessment**

Knowledge and practical skills will be assessed

**Contact Mr Budden for further information**

**Course: Sport, Lifestyle and Recreation Studies (SLR)****ATAR X**

Content Endorsed Course  
2 units in each of Year 11 and Year 12

**Exclusions:**

Students studying Board Developed PDHPE must not study CEC modules that duplicate PDHPE modules. The PDHPE faculty will ensure this does not happen if a student is enrolled in both courses.

Students will learn about the importance of a healthy lifestyle and recognise the need to be active, responsible and informed decision makers. This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

**The course aims to:**

- develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation;
- promote an understanding of the requirements for healthy living;
- develop a deeper understanding of the interaction between society, sport, recreation and fitness;
- identify how sport influences and affects various groups and sections of our society;
- provide students with a greater understanding of their physical and sporting potential.

**Content:**

The following topics are undertaken across the 2 years of the course

- Healthy Lifestyle
- Resistance Training
- Fitness
- Games and Sports Applications
- Individual Games and Sports
- Sports Administration
- Sports Coaching and Training
- Social Perspective of Games and Sports
- First Aid

**Post- School Opportunities**

First aid officer, sports science, referee, fitness leader, sports coach, administrative roles in community sport and recreation, advanced opportunities to participate in sporting teams.

**Subject Material Contributions = Year 11 \$20 Year 12 \$20**

**Contact Mr Mansfield for further information.**

<b>Course: Work Studies</b>		<b>ATAR X</b>
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions: Nil</b>
<b>Course Description:</b>  This course prepares students for work. It is recommended for students who want to find employment during Year 11 or 12 or get a job after the HSC. The core units are studied during Term 1, Year 11. Students will engage in work experience as part of this course. Assessment tasks are set around work issues that they encounter as part of their placement.		
<b>Main Topics Covered</b>  <b>Year 11 Course</b> Core units – My Working Life  Modules – Experiencing Work part 1 Preparing Job Applications  <b>Year 12 Course</b> Modules – Workplace communication Personal Finance Team Enterprise Skills Team Enterprise Project  <b>Subject Material Contributions = N/A</b>		
<b>Assessment: Year 12 course only</b>		
External Assessment:	Weighting	Internal Assessment:
There is no external examination for this subject	nil	Workplace Communication - 30% Enterprise Report - 40% Personal Finance – 30%
Total		100%
<b>Contact: Mr Tryk, Ms Frizell or Mrs Wells for further information.</b>		

		<b>2023 CONSTRUCTION COURSE DESCRIPTOR</b> <b>CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards</b> <b>CPC20120 Certificate II in Construction</b> <b>Public Schools NSW, Tamworth RTO 90162</b>			
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time					
Course: <b>Construction</b> Board Developed Course (240 hour)			2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank(ATAR)		
By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways, (Release 6) <a href="https://training.gov.au/Training/Details/CPC20220">https://training.gov.au/Training/Details/CPC20220</a> and the requirements for the Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <a href="https://training.gov.au/Training/Details/CPC20120">https://training.gov.au/Training/Details/CPC20120</a> as outlined in the TAS. You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.					
<b>Recommended Entry Requirements</b> Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.					
<b>Construction, Plumbing and Services Training Package (CPC 6.6) Units of Competency</b>					
<b>Core Units</b>  <u>CPCCWHS2001</u> Apply WHS requirements, policies and procedures in the Construction Industry <u>CPCCOM1012</u> Work effectively and sustainably in the Construction Industry <u>CPCCOM1013</u> Plan and organise work <u>CPCCVE1011</u> Undertake a basic construction project <u>CPCCOM1015</u> Carry out measurement and calculations			<b>Elective Units</b> <u>CPCCCM1011</u> Undertake basic estimation and costing <u>CPCCOM2001</u> Read and interpret plans and specifications <u>CPCCCA2002</u> Use carpentry tools and equipment <u>CPCCCA2011</u> Handle carpentry materials <u>CPCCCM2006</u> Apply basic levelling procedures <u>CPCCCM2005</u> Use construction tools and equipment <u>CPCCWHS1001</u> Prepare to work safely in the construction industry		
Option 1	CPCCWF2002 Use wall and floor tiling equipment CPCCCM2013 Undertake basic installation of wall tiles				
Option 2	CPCCJN2001 Assemble components CPCCJN3004 Manufacture and assemble joinery components				
<b>White Card</b> CPCCWHS1001 - Prepare to work safely in the construction industry. <b>The General Construction Induction Training (White Card) will be delivered as part of this course.</b>			Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.		
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.					
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>					
▪ This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.			• This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.		
Examples of occupations in the construction industry: This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites:					
Carpentry		Joinery		Builder's labourer	
				Bricklaying	
<b>Mandatory HSC Course Requirements</b> 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. <b>External Assessment (optional HSC examination for ATAR purposes)</b> 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.					
<b>Competency-Based Assessment</b> 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.					
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.					
<b>COURSE COST:</b>		<b>Year 11 - \$60</b>	<b>HSC - \$40</b>	<b>White Card - \$105 TBC</b>	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
<b>School Specific equipment and associate requirements for students</b>					
A school-based traineeship is available in this course, CPC20220 Certificate II in Construction Pathways, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>					
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>					
2023 Course Descriptor Construction Public Schools NSW, Tamworth RTO 90162 V1.2 Updated March 2022					


**Education**
**2023 HOSPITALITY COURSE DESCRIPTOR**
**SIT20316 Certificate II in Hospitality**

Public Schools NSW, Tamworth RTO 90162

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

**Course: Hospitality**

Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20316 Certificate II in Hospitality (Release 2) <https://training.gov.au/Training/Details/SIT20316>

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

**Recommended Entry Requirements**

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

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

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

**Electives**

SITXFSA001	Use hygienic practices for food safety
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITHCCC001	Use food preparation equipment
SITXFSA002	Participate in safe food handling practices
BSBSUS201	Participate in environmentally sustainable work practices
BSBCMM201	Communicate in the workplace

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

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

Working within the hospitality industry involves

- organising information and records in both paper and electronic forms
- customer (client) service

- teamwork
- using technologies
- creating documents

Examples of occupations in the hospitality industry:

- café attendant
- catering assistant
- food and beverage attendant

**Mandatory HSC Course Requirements**

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

**External Assessment (optional HSC examination for ATAR purposes)**

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Cost: Preliminary - \$150**
**HSC - \$120**
**School Specific equipment and associate requirements for students**
**Refunds** Refund Arrangements on a pro-rata basis.

Please refer to your school refund policy

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

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

2023 Course Descriptor SIT20316 Certificate II in Hospitality Public Schools NSW, Tamworth RTO 90162

V1.2 Updated March 2022


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


		<b>2023 HOSPITALITY COURSE DESCRIPTOR</b> <b>SIT20416 Certificate II in Kitchen Operations</b> Public Schools NSW Tamworth RTO 90162	
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time			
<b>Course: Hospitality</b> Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)	
<p>By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20416 Certificate II in Kitchen Operations (Release 1) <a href="https://training.gov.au/Training/Details/SIT20416">https://training.gov.au/Training/Details/SIT20416</a></p> <p>You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>			
<b>Recommended Entry Requirements</b> Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a kitchen operations environment. They should be able to use a personal digital device including a personal computer or laptop.			
<b>Tourism, Travel and Hospitality Training Package (SIT 1.2) Units of Competency</b>			
<b>Core</b> BSBWOR203 Work effectively with others SITXFSA001 Use hygienic practices for food safety SITXWHS001 Participate in safe work practices SITXINV002 Maintain the quality of perishable items SITHCCC001 Use food preparation equipment SITHCCC005 Prepare dishes using basic methods of cookery SITHCCC011 Use cookery skills effectively SITHKOP001 Clean kitchen premises and equipment		<b>Electives</b> SITXFSA002 Participate in safe food handling practices SITHIND002 Source and use information on the hospitality industry SITHCCC003 Prepare and present sandwiches SITHCCC002 Prepare and present simple dishes BSBSUS201 Participate in environmentally sustainable work practices SITHCCC006 Prepare appetisers and salads	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>			
Working within the hospitality industry involves <ul style="list-style-type: none"><li>organising information and records in both paper and electronic forms</li><li>customer (client) service</li></ul>		<ul style="list-style-type: none"><li>teamwork</li><li>using technologies</li><li>creating documents</li></ul>	
Examples of occupations in the hospitality (kitchen operations) industry: <ul style="list-style-type: none"><li>breakfast cook</li><li>catering assistant</li><li>fast food cook</li><li>sandwich hand</li><li>take-away cook</li><li>function cook</li></ul>			
<b>Mandatory HSC Course Requirements</b> 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.			
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
<b>Competency-Based Assessment</b> 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.			
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.			
<b>Course Cost: Preliminary - \$150 HSC - \$110</b> <b>School Specific equipment and associate requirements for students</b>		<b>Refunds</b> 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: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2023 Course Descriptor SIT20416 Certificate II in Kitchen Operations Public Schools NSW Tamworth RTO 90162 V1.2 Updated March 2022 <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support</i>			



		<b>2023 INFORMATION and DIGITAL TECHNOLOGY COURSE DESCRIPTOR</b> <b>ICT30120 Certificate III in Information Technology</b> Public Schools NSW, Tamworth RTO 90162	
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.			
Course: <b>Information and Digital Technology</b> Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)	
By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information Technology <a href="https://training.gov.au/Training/Details/ICT30120">https://training.gov.au/Training/Details/ICT30120</a> You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve 12 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
<b>Recommended Entry Requirements</b> Students must complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in an information technology environment and be able to use a personal digital device including a personal computer or laptop.			
<b>Units of Competency</b>			
<b>Core</b> 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		<b>Electives</b> BSBWHS311 Assist with maintaining workplace safety ICTICT214 Operate application software packages ICTSAS308 Run standard diagnostic tests ICTWEB304 Build simple web pages ICTWEB305 Produce digital images for the web ICTWEB306 Develop web presence using social media	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b> Working within the Information Technology industry involves customer (client) service <ul style="list-style-type: none"><li>using technology to organise information</li><li>creativity</li><li>critical thinking</li><li>problem solving</li></ul>			
<b>Examples of occupations in the Information Technology industry</b> <ul style="list-style-type: none"><li>Analyst programmer, IT Manager, Motion Graphics Designer, Web Developer, Network professional Systems Analyst</li></ul>			
<b>Mandatory HSC Course Requirements</b> 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. <b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Information and Digital Technology is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
<b>Competency-Based Assessment</b> 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. <b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.			
<b>Course Cost: Preliminary - \$20      HSC - \$20</b> <b>School Specific equipment and associated requirements for students</b>		<b>Refunds</b> 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: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2023 Course Descriptor CT30120 Certificate III in Information Technology      Public Schools NSW, Tamworth RTO 90162      V1.2      Updated March 2022 <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support</i>			



		<b>2023 RETAIL SERVICES COURSE DESCRIPTOR</b> <b>SIR30216 Certificate III in Retail</b> <b>Public Schools NSW, Tamworth RTO 90162</b>	
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time			
Course: <b>Retail Services</b> Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)	
By enrolling in a VET qualification with Public Schools NSW Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail (Release 4) <a href="https://training.gov.au/training/details/sir30216">https://training.gov.au/training/details/sir30216</a> You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
<b>Recommended Entry Requirements</b> Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a retail environment. They should be able to use a personal digital device including a personal computer or laptop.			
<b>Retail Services Training Package (SIR 7.0) Units of Competency</b>			
<b>Core</b> SIRXCEG001 Engage the customer SIRXWHS002 Contribute to workplace health and safety SIRXRSK001 Identify and respond to security risks SIRXSLS001 Sell to the retail customer SIRXIND001 Work effectively in a service environment SIRXCOM002 Work effectively in a team SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty		<b>Electives</b> SIRXMER001 Produce visual merchandise displays SIRXPDK001 Advise on products and services SIRRINV001 Receive and handle retail stock SIRRINV002 Control stock SIRXIND002 Organise and maintain the store environment SIRXSLS002 Follow point-of-sale procedures	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>			
Working within the retail services industry involves <ul style="list-style-type: none"><li>engaging the customer</li><li>maintaining daily store operations</li></ul>		<ul style="list-style-type: none"><li>delivering on organisational expectations</li><li>having a sound knowledge of product and service offerings.</li></ul>	
Examples of occupations in the retail services industry: <ul style="list-style-type: none"><li>frontline sales assistant</li><li>customer service representative</li><li>shop assistant</li><li>retail supervisor</li><li>quick service restaurant assistant</li></ul>			
<b>Mandatory HSC Course Requirements</b> 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.			
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The 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, 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.			
<b>Competency-Based Assessment</b> 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.			
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.			
<b>Course Cost: Preliminary - \$20 HSC - \$20</b> <b>School Specific equipment and associate requirements for students</b>		<b>Refunds</b> 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: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2023 Course Descriptor SIR30216 Certificate III in Retail <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support</i>		Public Schools NSW, Tamworth RTO 90162 V1.2 Updated March 2022	

		<b>2023 SPORT COACHING COURSE DESCRIPTOR</b> <b>SIS30521 Certificate III in Sport Coaching</b> Public Schools NSW, Tamworth RTO 90162	
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates			
Course: Sport Coaching Board Endorsed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total <b>There is not an Australian Tertiary Admission Rank (ATAR) option for this course</b>	
By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching <a href="https://training.gov.au">training.gov.au</a> - SIS30521 - Certificate III in Sport Coaching You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
<b>Recommended Entry Requirements</b> Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a sports coaching environment. They should be able to use a personal digital device including a personal computer or laptop.			
<b>Sport, Fitness and Recreation Training Package (SIS 5.2) Units of Competency</b>			
<b>Core Units</b> HLTWHS001 Participate in workplace health and safety SISSSCO002 Work in a community coaching role SISSSCO005 Continuously improve coaching skills and knowledge HLTAID011 Provide first aid SISSSCO003 Meet participant coaching needs BSBPOS403 Apply business risk management processes		<b>Electives</b> SISSSCO012 Coach sport participants up to an intermediate level SISXIND006 Conduct sport, fitness and recreation event SISXCAI009 Instruct strength and conditioning techniques SISSSOF002 Continuously improve officiating skills and knowledge SISXDIS001 Facilitate inclusion for people with a disability	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>			
Working within the sport coaching industry ▪ possess a range of well-developed skills where discretion and judgement are required		▪ teamwork and communication ▪ applying skills and knowledge to coach participants to an intermediate level in a specific sport	
<b>Examples of occupations in the Sport Coaching Industry</b> This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice. Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).			
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 35 work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.			
<b>Competency-Based Assessment</b> 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.			
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.			
<b>Course Cost: Preliminary - \$20      HSC - \$20</b> <b>School Specific equipment and associate requirements for students</b>		<b>Refunds</b> 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: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2023 Course Descriptor SIS30521 Certificate III in Sport Coaching      Public Schools NSW, Tamworth RTO 90162      V1.2 Updated March 2022 <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support</i>			