

CESSNOCK HIGH SCHOOL

We are present, we are kind and we give our best.



Pathways Information Year 11 2023

Principal
Mr Peter Riley

EST. 1937
What e'er you do, do well

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FOREWORD

This booklet provides information about senior pathways offered to students entering Year 11 at Cessnock High School.

Both students and parents should carefully read this guide and course descriptions to help make informed choices for the HSC and to support possible career choices.

The school supports this process by class discussion and presentations from our Careers Adviser and Head Teachers. Parents are encouraged to seek advice at the information evening and/or by contact with the relevant teacher at the school. Individual student interviews will take place in Term 3 to support students in their final choices.

This is an exciting new phase for students transitioning to Stage 6. We recommend you:

- Take the opportunity to reach out and explore the range of courses available, including courses offered outside the school.
- Assess your own skills and interests.
- Focus on your future career aspirations.
- Plan your subject choice so that you can design the best way to achieve your goals.

Key staff contacts for the transition process

Ms Nardi – Careers Adviser

Mr Donaghey – Head Teacher Teaching and Learning

Ms Curley – Year Adviser

Ms Screen – VET Coordinator / HT TAS CAPA

Stacy Jacobs – Student Support Officer

Ms Baczynskyj – Learning and Support

Ms Cooper – Deputy Principal

Key Dates

Term 3

- Week 1 – Invitation letter sent home for Future Pathways evening
- Week 1 - Head Teachers to provide information sessions
- Week 2 - Pathways Information Evening
- Week 3 - Web Choices portal open for online submission of selections.
- Week 3 - Web Choices close at the end of the week
- Week 3 - Pathways interview days with executive staff
(Year 10 students 15-minute interview with parents)

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WHICH PATHWAY IS FOR ME?

Which of the following pathways best suits your plan?

1. **Higher Education Plan:** If you plan to go to University, you will need to gain the HSC and also the ATAR.
2. **Post HSC Employment Plan:** If you plan to enter TAFE, gain an apprenticeship or traineeship, move to other training organisations or commence a full-time career based on permanent employment for which you will need to gain the HSC.
3. **School To Employment Program Plan:** You intend to leave school when you reach the age of 17, when you are able to find a job or when you can get into a post school course, e.g. pre-apprenticeship. You are happy for the school to assist you gain employment skills rather than gain an HSC.
4. **Fulltime apprenticeship, traineeship or employment:** You have confirmed employment through an apprenticeship or traineeship and you leave school prior to the 17 years leaving age.

A brief overview of how to choose your pathway:

Higher Education Plan:

- ✓ choose at least 12 units for Year 11 and continue at least 10 of these units until the end of Year 12.
- ✓ to qualify for an ATAR you must complete at least 8 'A' category units in Year 12.
- ✓ you can carry 2 'B' category units. It is strongly recommended that you start Year 11 with at least 10 "A" units.
- ✓ you must carry at least 2 units of English from the start of Year 11 to the end of Year 12.
- ✓ you can complete an SBAT

Post HSC employment:

- ✓ choose at least 12 units for Year 11 and continue at least 10 of these units until the end of Year 12.
- ✓ you must carry at least 2 units of English from the start of Year 11 to the end of Year 12.
- ✓ you can complete an SBAT

School To Employment Plan:

- ✓ you may access courses from the "A" and "B" categories.
- ✓ you will work on an individual program that includes these courses, but which enables you to also access work and training opportunities that exist beyond the school.
- ✓ you will be encouraged to study VET and EVET courses to gain industry accredited skills.
- ✓ you can complete an SBAT

Fulltime apprenticeship, traineeship or employment:

- ✓ you have completed work experience
- ✓ you have found an employer willing to take you for an apprenticeship or traineeship
- ✓ you have completed all relevant paperwork

REQUIREMENTS FOR THE AWARD OF HSC

If you would like to be awarded the HSC

Your aim is to attain the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future.

When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams? Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections.

Understanding HSC eligibility requirements

To be eligible for the HSC, you must:

- ✓ satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- ✓ attend a government school, an accredited non-government school, a **NSW Education Standards Authority** recognised school outside NSW, or a TAFE college
- ✓ complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- ✓ satisfactorily complete courses in the patterns of study detailed below
- ✓ sit for and make a serious attempt at the required HSC exams
- ✓ meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course

You must satisfactorily complete:

- ✓ a Preliminary pattern of study that includes at least 12 units
- ✓ an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- ✓ 6 units of Board Developed Courses
- ✓ 2 units of a Board Developed Course in English
- ✓ 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- ✓ 4 subjects.

TYPES OF HSC COURSES

Board Developed courses

are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR.

Board Endorsed courses

are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

Special Education (Life Skills)

If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with your Year Adviser or Future Pathways Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

Vocational Education and Training (VET)

VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR. Check with your school about whether this will be possible for you.

UNDERSTANDING THE ATAR

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank (your ATAR + any applicable adjustments).

The ATAR is a rank, not a mark

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (i.e. all 16 to 20 year old students in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group).

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank (your ATAR + any applicable adjustments). Most universities also use other criteria when selecting students (e.g. a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).

The average ATAR is usually around 70.00

If every school student went on to achieve an ATAR, the average ATAR would be 50.00. But because some students leave school early and the ones who stay on to receive an ATAR are a smaller, more academically able group, the average ATAR is higher.

ATARs are calculated in each state to reflect a student's rank against other students in their state. In NSW, the ATAR is calculated and released by UAC. In the ACT, it's calculated by the ACT Board of Senior Secondary Studies, in consultation with UAC, and released by schools. NSW and ACT ATARs are equivalent to those in other states. For example, an ATAR of 85.00 in NSW or the ACT is equivalent to an ATAR of 85.00 in other states.

The AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR) is based on the results achieved in the HSC. Students may gain the HSC but choose not to receive an ATAR. Even though students may not wish to use the ATAR, their pattern of study may result in an ATAR being awarded. Their study and subsequent results may generate an ATAR automatically. It is recommended that students err on the side of gaining the ATAR as their interests and ambitions may change quite dramatically over the two senior years.

To be eligible for an ATAR you must satisfactorily complete at least 10 units (in the HSC year), including 2 units of English. The 10 units must all come from ATAR approved courses and must include at least 8 units of Category 'A' courses. The 10 units must include at least 3 Board Developed Courses of 2 units or greater value and at least 4 subjects. Note that in order to complete a course in the HSC year a student must have completed the corresponding Year 11 course.

In addition to the VET courses provided by the qualified school staff, students have the option of undertaking a VET course provided by an external provider. TAFE is the main provider but RTOs such as UVAIR also offer courses. These courses contribute to your HSC and some count towards an ATAR as Category B subjects.

Year 11 students can only access an EVET course **in addition to the 12 Units** undertaken in Year 11.

Over the past 2 years students have undertaken such courses as:

| Qualification Name | Location |
|--|---------------------|
| <i>Certificate II in Animal Studies</i> | <i>Kurri Kurri</i> |
| <i>Certificate III in Events</i> | <i>TAFE Digital</i> |
| <i>Certificate III in Early Childhood Education and Care</i> | <i>Cessnock</i> |
| <i>Certificate III in Make-Up</i> | <i>Newcastle</i> |
| <i>Certificate III in Live Production and Services</i> | <i>Newcastle</i> |
| <i>Certificate II in Automotive</i> | <i>Glendale</i> |
| <i>Certificate III in Community Services</i> | <i>Glendale</i> |
| <i>Aviation (Remote Pilot)</i> | <i>Cessnock</i> |
| <i>Outdoor Recreation</i> | <i>Kurri Kurri</i> |

There are however a wide variety of courses offered each year and students are encouraged to discuss their ideas with the Future Pathways Adviser.

It is important to note that most EVET course require travel on a regular basis to the host campus and this needs to be considered when making application for an EVET course.

Applications for EVET

Applying for an EVET course is done separately to the usual subject selection process. Students must collect an Expression of Interest form from the Future Pathways Adviser and discuss their plans. Completed forms are then registered on the EVET website for consideration.

Registering interest in an EVET course **does not guarantee:**

- that the student will be accepted into the course
- that the course will be delivered.

The availability of courses is generally made known early in Term 3 and when this happens, they will be advertised to Year 10 students and EOI forms will be available.

SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS SBAT

How does it work?

School based apprenticeships and traineeships allow you to make an early start on your career while you're still finishing school. Opportunities are available across a wide range of occupations. Each offers you the chance of getting paid for real work experience, while gaining a nationally-recognised qualification and contributing towards your HSC studies.

School based apprentices will complete the first stage of a trade qualification by the end of their HSC year. Trainees complete an initial qualification by the end of Year 12. The study and work associated with your chosen career also becomes part of your HSC.

How do I get started?

Talk to your school Future Pathways Adviser, contact your nearest Training Services NSW regional centre or go to www.sbatinnsw.info

When can I start?

Usually at the end of Year 10 or the beginning of Year 11. You can start earlier in Year 10 if your school approves.

What will I be paid?

You must be paid according to the wage rates and conditions of employment in the appropriate award or industrial agreement.

How often will I go to work?

Generally, one day per week during school terms – but the days and times will be negotiated between your school, your employer and your training organisation.

What happens after the HSC?

A school based apprentice will continue as a full-time apprentice after completing the HSC. A school based trainee will be fully qualified, and can begin work full-time or continue on to higher education VET or university.

LIFE SKILLS

Life Skills courses are available for students following a special program of study for the Higher School Certificate. Years 11–12 Life Skills courses provide options for students with special education needs who cannot access the regular course outcomes, particularly students with an intellectual disability.

A student studying any Stage 6 Life Skills course will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10.

Parents considering a Life Skills pattern of study should contact the school to make an appointment to see the Learning and Support Teacher. Course descriptions for Life Skills areas have not been included in this booklet but can be accessed by the hyperlinked title when viewed online or can be supplied on request.

More information regarding Life Skills can be found at: <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/life-skills>

SCHOOL TO EMPLOYMENT PROGRAM (STEP)

The STEP program is a curriculum pathway to cater for increased retention and completion rates and is aimed at improving outcomes for all students.

This pathway can lead to an HSC or alternatively lead to a Record of School Achievement with credentials in TAFE and employment-related areas. The courses involve students in learning experiences at school, TAFE and in the workplace.

STEP would facilitate the following options:

A combination of HSC and non-HSC courses which do not result in a HSC or ATAR

A course pattern which caters for Certificate II qualification or Statement of Attainment in VET and/or EVET courses

A structure to accommodate for School Based Apprenticeships or Traineeships (SBAT)

A flexible curriculum and timetable model which allows a combination of study and work

More information on STEP can be obtained through Mr McKinlay.

2023 COURSES

| | |
|-----------------------|--|
| ENGLISH | English Advanced English Standard English Studies |
| SCIENCE | Biology Chemistry Earth and Environmental Studies Physics Agriculture |
| HSIE | Aboriginal Studies Ancient History Business Studies Geography Legal Studies Modern History <i>Skills for Work – Work Studies</i> Society and Culture |
| TAS / CAPA | Industrial Technology – Timber Visual Arts Music |
| PDHPE | PDHPE Community and Family Studies <i>Sport, Lifestyle and Recreational Studies (CEC)</i> |
| MATHS | Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 <i>Numeracy (CEC)</i> |
| VET | Construction (VET) Hospitality – Kitchen Operations (VET) Manufacturing and Engineering (VET) Hospitality Food and Beverage Sport Coaching (VET) Primary Industries |

ENGLISH ADVANCED

ENGLISH FACULTY

HEAD TEACHER: Ms Curly (Rel.)

| | |
|--|-----|
| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| Students whose future plans require university education should choose Advanced English. Some professions that require university education include Teaching, Journalism, Media and Television, Science and Research, Medicine and Nursing. Many of these career paths will require that you do Advanced English in your HSC in order to obtain a minimum ATAR related to your chosen career. | |
| COURSE DESCRIPTION | |
| This course provides students with the opportunity to explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts. Students strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. | |
| WHAT STUDENTS LEARN | |
| Year 11 content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Year 12 content common to English Studies, English Standard, and English Advanced courses is undertaken through a unit of work called Texts and Human Experiences. In English Advanced, students explore a range of texts and consolidate skills required for senior and tertiary study. Other modules studied in English Advanced require reading of extended texts, including a Shakespearean drama; critical textual analysis and evaluation; reflection and evaluation of students own learning; and composition, editing, and refinement of imaginative pieces. | |
| COURSE REQUIREMENTS | |
| Students study a range of types of texts drawn from prose fiction, Shakespearean drama, poetry, nonfiction, film, media and digital texts. Students study texts which are regarded as quality literature, including texts that provide a range of cultural, social and gender perspectives. In Year 12, students will study a minimum of 7 texts. | |
| MAIN TOPICS COVERED | |
| YEAR 11 <ul style="list-style-type: none"> Common Module: Reading to Write Module A: Narratives that Shape our World Module B: Critical Study of Literature YEAR 12 <ul style="list-style-type: none"> Common Module: Texts and Human Experiences Module A: Textual Conversations Module B: Critical Study of Literature Module C: Craft of Writing | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the English faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017 | |

ENGLISH STANDARD

ENGLISH FACULTY

HEAD TEACHER: Ms Curly (Rel.)

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|---|------------|
| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| Students who wish to go to university or who are interested in higher level TAFE certification should consider doing Standard English. This is an ATAR generating course. Some professions require tertiary education and will require you to do either Standard or Advanced English as a prerequisite. | |
| COURSE DESCRIPTION | |
| The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. | |
| WHAT STUDENTS LEARN | |
| Year 11 content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Year 12 content common to English Studies, English Standard, and English Advanced courses is undertaken through a unit of work called Texts and Human Experiences. In additional modules, students explore and examine texts and analyse aspects of meaning, including study of multimodal and digital texts. Student compositions will include creation of a digital text, textual analysis, and composition, editing, and refinement of imaginative pieces. | |
| COURSE REQUIREMENTS | |
| Students study a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. Students study texts which are regarded as quality literature, including texts that provide a range of cultural, social and gender perspectives. In Year 12, students will study a minimum of 6 texts. | |
| MAIN TOPICS COVERED | |
| YEAR 11 <ul style="list-style-type: none">• Common Module: Reading to write• Module A: Contemporary Possibilities• Module B: Close study of Literature YEAR 12 <ul style="list-style-type: none">• Common Module: Texts and Human Experience• Module A: Language, Culture and Identity• Module B: Close Study Literature• Module C: Craft of Writing | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the English faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017 | |

ENGLISH STUDIES

ENGLISH FACULTY

HEAD TEACHER: Ms Curly (Rel.)

| | |
|--|-----|
| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| This course is for students who need to choose English but do not necessarily require and ATAR. As of 2019, students enrolled in English Studies are now given the option to sit an HSC Examination in order to receive an ATAR. This, however, is voluntary. | |
| COURSE DESCRIPTION | |
| The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. | |
| WHAT STUDENTS LEARN | |
| In Year 11, students study the mandatory module “Achieving through English: English in Education, Work and Community” to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. Students study two to four additional syllabus modules (selected based on their needs and interests). Year 12 content common to English Studies, English Standard, and English Advanced courses is undertaken through a unit of work called Texts and Human Experiences. | |
| COURSE REQUIREMENTS | |
| Students in English Studies explore and study a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. | |
| MAIN TOPICS COVERED | |
| YEAR 11 <ul style="list-style-type: none">• Mandatory Module: Achieving through English: English in education, work and community• Study at least 1 substantial print text and one multimodal text• A range of module options | |
| YEAR 12 <ul style="list-style-type: none">• Common Module: Texts and Human Experiences• Study of at least 1 substantial print text and one multimodal text• Teachers choose from a range of board developed modules for English Studies | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the English faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017 | |

HEAD TEACHER: Ms Mowatt

| | |
|--|------------|
| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| <p>The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications. 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.</p> | |
| COURSE DESCRIPTION | |
| <p>The Year 11 course investigates cellular structure and provides a basis for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and on biodiversity. The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.</p> | |
| WHAT STUDENTS LEARN | |
| <p>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.</p> | |
| COURSE REQUIREMENTS | |
| <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> | |
| MAIN TOPICS COVERED | |
| <p>YEAR 11</p> <ul style="list-style-type: none"> • Module 1 - Cells as the Basis of Life • Module 2 – Organisation of Living Things • Module 3 – Biological Diversity • Module 4 – Ecosystem Dynamics <p>YEAR 12</p> <ul style="list-style-type: none"> • Module 5 – Heredity • Module 6 – Genetic Change • Module 7 – Infectious Disease • Module 8 – Non-infectious Disease and Disorders | |
| FURTHER INFORMATION | |
| <p>If you wish to seek further information on this course speak to your teacher or a member of the Science faculty. The course provides the foundation knowledge and skills required for higher education study of agriculture, environmental sciences, forestry, health/medical studies and education.</p> | |
| LINK TO NESA | |
| <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017</p> | |

HEAD TEACHER: Ms Mowatt

| | |
|---|------------|
| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| Students who demonstrate an aptitude in Science and have highly developed numerate skills that are interested in the study of chemical behaviour and who wish to develop their working scientifically skills of: questioning and predicting, planning investigations, conducting investigations, processing data and information, analysing data and information, problem solving and communicating. Students intending to study a science-based course at tertiary level. | |
| COURSE DESCRIPTION | |
| The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes. The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemical. | |
| WHAT STUDENTS LEARN | |
| Chemistry 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. | |
| COURSE REQUIREMENTS | |
| Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and Year 12. The Year 11 and Year 12 course will each incorporate a depth study to provide opportunities for students to pursue their interests in chemistry, acquire a depth of understanding, and take responsibility for their own learning. | |
| MAIN TOPICS COVERED | |
| YEAR 11 <ul style="list-style-type: none"> Module 1 – Properties and Structure of Matter Module 2 – Introduction to Quantitative Chemistry Module 3 – Reactive Chemistry Module 4 – Drivers of Reactions YEAR 12 <ul style="list-style-type: none"> Module 5 - Equilibrium and Acid Reactions Module 6 - Acid/base Reactions Module 7 - Organic Chemistry Module 8 - Applying Chemical Idea | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the Science faculty. Chemistry is a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. Chemistry is an essential discipline that addresses our energy needs and uses, the development of new materials, and sustainability issues | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/chemistry-2017 | |

HEAD TEACHER: Ms Mowatt

| | |
|--|------------|
| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| Students who demonstrate an aptitude in Science and have highly developed numerate skills that are interested in the study of the structure of the Earth and environmental science, and who wish to develop their working scientifically skills of: questioning and predicting, planning investigations, conducting investigations, processing data and information, analysing data and information, problem solving and communicating. Students intending to study a science-based course at tertiary level. | |
| COURSE DESCRIPTION | |
| The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth's resources and its surface. The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it. | |
| WHAT STUDENTS LEARN | |
| Earth and Environmental Science builds upon the knowledge and working scientifically skills gained from the Earth and Space strand taught in science K-10. Students engage with the processes that have come to shape and influence the physical and biological worlds. The syllabus maintains an equal focus on earth science and environmental science. Throughout the course, an emphasis is placed on the processes that bring about natural phenomena that can be observed all over the earth, including a student's local environment, creating a sense of relevance and connectedness with the subject. | |
| COURSE REQUIREMENTS | |
| Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and Year 12 course. The Year 11 and Year 12 course will each incorporate a depth study. Fieldwork is mandated in both Year 11 and 12 and is integral to the learning process. | |
| MAIN TOPICS COVERED | |
| YEAR 11 <ul style="list-style-type: none"> • Module 1 - Earth's resources • Module 2 - Plate tectonics • Module 3 - Energy transformations • Module 4 - Human impacts YEAR 12 <ul style="list-style-type: none"> • Module 5 - Earth's processes • Module 6 - Hazards • Module 7 - Climate science • Module 8 - Resource management | |
| FURTHER INFORMATION | |
| The course provides the foundation knowledge and skills required to study earth and environmental science after completing school and supports participation in careers in a range of related industries. If you wish to seek further information on this course speak to your teacher or a member of the Science faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/earth-and-environmental-science-2017 | |

HEAD TEACHER: Ms Mowatt

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| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| Students who demonstrate an aptitude in Science and have highly developed numerate skills that are interested in the study of energy and motion and who wish to develop their working scientifically skills of: questioning and predicting, planning investigations, conducting investigations, processing data and information, analysing data and information, problem solving and communicating. Students intending to study a science-based course at tertiary level. | |
| COURSE DESCRIPTION | |
| The Year 11 course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects. The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter. | |
| WHAT STUDENTS LEARN | |
| The Physics course 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 things on scales 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 and appreciate the uniqueness of the Universe. | |
| COURSE REQUIREMENTS | |
| Scientific investigations include both practical investigations and secondary-sourced investigations. Depth studies may be included in one module or across several modules. A depth study may be one investigation/activity or a series of investigations/activities. The Year 11 and Year 12 course will each incorporate a depth study to provide opportunities for students to pursue their interests in Physics, acquire a depth of understanding, and take responsibility for their own learning. | |
| MAIN TOPICS COVERED | |
| YEAR 11 <ul style="list-style-type: none"> Module 1 - Kinematics Module 2 - Dynamics Module 3 - Waves and Thermodynamics Module 4 - Electricity and Magnetism YEAR 12 <ul style="list-style-type: none"> Module 5 - Advanced Mechanics Module 6 - Electromagnetism Module 7 - The Nature of Light Module 8 - From the Universe to the Atom | |
| FURTHER INFORMATION | |
| The course provides the foundation knowledge and skills required to study general science, engineering, medical sciences, education, mining, optics, and photovoltaics. If you wish to seek further information on this course speak to your teacher or a member of the Science faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics-2017 | |

AGRICULTURE

SCIENCE FACULTY

HEAD TEACHER: Ms Mowatt

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| COURSE FEE | Subsidised to a cost of \$50 |
| WHO SHOULD STUDY THIS COURSE? | |
| <p>This course will take the students' understanding of Australian Agriculture to a deeper and broader level. It explores the current and future food and fibre technologies, the production, management, profitability and marketing of farm products from paddock to plate whilst realising that there is a plethora of career paths in the Agricultural field that can affect the quantity and quality of agricultural products and natural resources that they and future generations will access in the future.</p> | |
| COURSE DESCRIPTION | |
| <p>The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while considering the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course. The HSC course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p> | |
| WHAT STUDENTS LEARN | |
| <p>Agriculture Stage 6 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, the study of Agriculture Stage 6 assists students to prepare for employment and full and active participation as citizens.</p> | |
| COURSE REQUIREMENTS | |
| <p>Practical experiences should occupy a minimum of 30% of both the Year 11 and HSC course time.</p> | |
| MAIN TOPICS COVERED | |
| YEAR 11 <ul style="list-style-type: none">• Overview (15%)• The Farm Case Study (25%)• Plant Production (30%)• Animal Production (30%) YEAR 12 <ul style="list-style-type: none">• Plant/Animal Production (50%) Farm Product Study (30%)• Elective (20%) Choose ONE of the following electives to study:<ul style="list-style-type: none">- Agri-food, Fibre and Fuel Technologies Climate Challenge- Farming for the 21st Century | |
| FURTHER INFORMATION | |
| <p>If you wish to seek further information on this course speak to your teacher or a member of the TAS faculty.</p> | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/agriculture-syllabus | |

ABORIGINAL STUDIES

**HSIE
FACULTY**

HEAD TEACHER: Ms Lawrence

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| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| This course is available for both Aboriginal and non-Aboriginal students. It is recommended for students who wish to pursue a career in: Aboriginal affairs, teaching, criminal justice, youth work and the health industry. This course is recommended to any student who is interested in Aboriginal Peoples' culture and identity. Additionally, the shared history since colonisation and contemporary social justice and human rights issues facing Aboriginal peoples. | |
| COURSE DESCRIPTION | |
| Aboriginal Studies develops students' knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples and the concept of 'shared histories' with a view to enabling students to be active and informed citizens in promoting a just society for all Australians. | |
| WHAT STUDENTS LEARN | |
| Aboriginal Studies provides a vehicle for students to develop interest in, and informed attitudes towards, Aboriginal and Indigenous peoples at local, national and global levels from the past, present and in the future. Students will also form strong relationships with the Aboriginal community. | |
| COURSE REQUIREMENTS | |
| Students will undertake a 3-hour HSC Examination at the end of the course. Additionally, the students will be required to undertake community consultation and complete a major Aboriginal Studies project on their choice of topics. | |
| MAIN TOPICS COVERED | |
| YEAR 11 <ul style="list-style-type: none">• Aboriginality and the Land• Heritage and Identity• International Indigenous Community: Comparative Study YEAR 12 <ul style="list-style-type: none">• Social Justice and Human Rights Issues A – Global Perspective• Social Justice and Human Rights Issues B – Comparative Study• Aboriginality and the Land OR• Heritage and Identity | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the HSIE faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/aboriginal-studies | |

ANCIENT HISTORY

**HSIE
FACULTY**

HEAD TEACHER: Ms Lawrence

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| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| Ancient History is recommended for students who wish to pursue a career in history, archaeology, teaching, library management, and archiving. This course is recommended to any student who is interested in ancient societies, time periods and personalities. | |
| COURSE DESCRIPTION | |
| Ancient History develops students' knowledge and understanding of the ancient world, historical skills and values and attitudes essential to an appreciation of the ancient world. Students will develop a lifelong interest in the study of history and prepare for active and informed citizenship in the contemporary world. The Year 11 course focuses on the methods and issues involved in the investigation of the ancient past. The Year 12 course focuses on using and analysing archaeological and written sources, and relevant historiographical issues, in the investigation of the ancient past. | |
| WHAT STUDENTS LEARN | |
| The Year 11 course comprises of three sections: students will investigate the Nature of Ancient History and undertake two case studies; students will study features of two ancient societies; and students will undertake their own Historical Investigation. The Year 12 course comprises four sections: a mandatory archaeological-focused study of Pompeii and Herculaneum; and in- depth studies into an Ancient Society; significance Personality; and Historical Period. | |
| COURSE REQUIREMENTS | |
| Students will undertake a 3-hour HSC Examination at the end of the course. | |
| MAIN TOPICS COVERED | |
| YEAR 11 <ul style="list-style-type: none">Investigating Ancient HistoryFeatures of Ancient SocietiesHistorical Investigation YEAR 12 <ul style="list-style-type: none">Core Study: Cities of Vesuvius – Pompeii and HerculaneumOne 'Ancient Societies' topicOne 'Personalities in their Times' topicOne 'Historical Periods' topic | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the HSIE faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017 | |

HEAD TEACHER: Ms Lawrence

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| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| Business Studies is recommended for students who wish to pursue a career in management, owning their own business, finance or marketing. This course is recommended to students who is interested in; the purpose of business, how businesses are structured, financed, operated, advertised and how businesses interact with their employees. Additionally, students learn how to write their own business plans as well as read and interpret numerical data and financial documents. | |
| COURSE DESCRIPTION | |
| Business Studies encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses. Through the analysis of contemporary business strategies, the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or future employment. | |
| WHAT STUDENTS LEARN | |
| By completing this course students will develop general and specific skills , including research analysis, problem solving, decision making, critical thinking and communication. These skills enhance their confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity. | |
| COURSE REQUIREMENTS | |
| Students will undertake a 3-hour HSC Examination which includes a Business Report and extended response, therefore it is recommended that students undertake English Advanced or English Standard 2. | |
| MAIN TOPICS COVERED | |
| YEAR 11 <ul style="list-style-type: none"> Part I – Nature of Business Part II – Business Planning Part III –Business Management YEAR 12 <ul style="list-style-type: none"> Part I – Operations Part I – Finance Part III – Marketing Part IV – Human Resources | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to Mr Donaghey or a member of the HSIE faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies | |

HEAD TEACHER: Ms Lawrence

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| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| Students who are interested in the environment and management should choose to study Geography. This subject can lead into careers in environmental management, park rangers, town planning and ecologist. Studying Geography in Stage 6 prepares students for post-school studies and future employment, and for active participation as informed citizens. | |
| COURSE DESCRIPTION | |
| Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of earth and its people. Geographers investigate the opportunities for human activities. The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world. It is a lifelong interest, stimulating a natural curiosity about how and why the world's people and their environments are so varied. | |
| Studies in both physical and human Geography provide an important information base on which students investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and how they may take an active role in shaping future society. | |
| WHAT STUDENTS LEARN | |
| Students will learn to participate in geographical inquiries and participate in fieldwork. As part of the Geography course students will learn to interpret maps and geographical information. | |
| COURSE REQUIREMENTS | |
| Students will undertake a 3-hour HSC Examination at the end of the course. Additionally, the students will be required to undertake a Senior Geography Project in Year 11. | |
| MAIN TOPICS COVERED | |
| YEAR 11 <ul style="list-style-type: none"> • Biophysical Interactions • Global Challenges • Senior Geography Project YEAR 12 <ul style="list-style-type: none"> • Ecosystems at Risk • Urban Places • People and Economic Activity | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the HSIE faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/geography | |

HEAD TEACHER: Ms Lawrence

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| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| This course is recommended for students who are interested in the legal system and law and for those students who wish to pursue a career in: Law, Journalism, Human Resources and Teaching. This course would be enjoyed by any student who is interested in law and justice. | |
| COURSE DESCRIPTION | |
| This course provides students with opportunities to develop their knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. Students investigate the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform. | |
| The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. The Year 12 course focuses on the key areas of law, justice and human rights through a variety of focus studies, which consider how changes in societies influence law reform. | |
| WHAT STUDENTS LEARN | |
| Legal Studies students learn a range of concepts throughout the Year 11 and Year 12 courses. There is a strong focus on legal terms and concepts, as well as the function of law in modern societies. Students also investigate case studies on Crime, Human Rights, Shelter and Family law. | |
| COURSE REQUIREMENTS | |
| Students will undertake a 3-hour HSC Examination at the end of the course which includes extended responses, therefore it is recommended for students to undertake English Advanced or English Standard 2. | |
| MAIN TOPICS COVERED | |
| YEAR 11 <ul style="list-style-type: none"> Part I – The Legal System Part II – The Individual and the Law Part III – The Law in Practice YEAR 12 <ul style="list-style-type: none"> Core Part I – Crime Core Part II – Human Rights Core Part III – Two options: <ul style="list-style-type: none"> Family Shelter Consumers Global environment and protection Indigenous peoples Workplace World order | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the HSIE faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies | |

MODERN HISTORY

**HSIE
FACULTY**

HEAD TEACHER: Ms Lawrence

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| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| If you are curious and intrigued about history, learning about the world, and current affairs, then Modern History is definitely for you! Modern History builds on skills and themes introduced in Year 10 History, except now, it explores the history and processes of change in other countries, rather than focusing on Australia. Studying Modern History will offer you deeper insights on how people and events in the past have helped to shape today's modern world. Students who wish to pursue a career in policing, law, teaching or defence then studying HSC Modern History will get you ready for those careers! | |
| COURSE DESCRIPTION | |
| The study of Modern History requires students to understand and use historical concepts and apply skills in their investigation of people, ideas, movements, events and developments of the modern world within personal, local, national, regional and global contexts. The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments. The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world. | |
| WHAT STUDENTS LEARN | |
| Modern History enables students to learn the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them. | |
| COURSE REQUIREMENTS | |
| Students will undertake a 3-hour HSC Examination at the end of the course. Additionally, the students will be required to undertake an historical investigation in both Year 11 and Year 12. | |
| MAIN TOPICS COVERED | |
| YEAR 11 <ul style="list-style-type: none">• Investigating Modern History• The Nature of Modern History• Case Studies• An Historical Investigation• The Shaping of the Modern World | |
| YEAR 12 <ul style="list-style-type: none">• Power and Authority in the Modern World• National Studies• Peace and Conflict• Change in the Modern World | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the HSIE faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017 | |

SKILLS FOR WORK - WORK STUDIES

**HSIE
FACULTY**

HEAD TEACHER: Ms Lawrence

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| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| This is a practical subject that helps students to transition into the workforce. If the students are looking for a subject that helps them secure work, this is the subject for them. This course is a great alternative for students who may struggle with large amounts of content and writing. | |
| COURSE DESCRIPTION | |
| This course gives students hands on experience in the workforce. Students will learn how to plan and prepare for a career. They will develop their workplace skills. The students in this program can negotiate the electives from other skills sets as part of their career plan. The qualification is suitable for individuals who require: <ul style="list-style-type: none"> • A pathway to employment or further vocational training • Reading, writing, oral communication, literacy and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3 • Entry level digital literacy and employability skills • A vocational training and employment plan | |
| WHAT STUDENTS LEARN | |
| This course will enable the students to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and/or further education and training. The possible qualification outcome is a Statement of Attainment towards FSK20113 Certificate II in Skills for Work and Vocational Pathways or FSK20113 Certificate II in Skills for Work and Vocational Pathways. To attain FSK20113 Certificate II in Skills for Work and Vocational Pathways, students must achieve 14 units of competency including: <ul style="list-style-type: none"> • 8 core units of competency • 6 elective units of competency – 2 elective units must be vocational units from other training packages. | |
| COURSE REQUIREMENTS | |
| Students will complete assessment tasks in both Year 11 and Year 12. Some work placement may be undertaken in this course, if students are deemed ready for work placement. There is no formal HSC examination at the end of the course. | |
| MAIN TOPICS COVERED | |
| <ul style="list-style-type: none"> • Work Studies Core – My Working Life • Work Studies Elective - In the Workplace, Preparing Job Applications • Skills for Work Core: use digital technology for routine workplace tasks • Skills for Work Core: use strategies to respond to routine workplace problems • Skills for Work Core: use routine strategies for work-related learning • Skills for Work Core: calculate with whole numbers and familiar fractions, decimals and percentages for work • Skills for Work Core: estimate, measure and calculate with routine measurements for work • Skills for Work Core: interact effectively with others at work • Skills for Work Core: read and respond to routine workplace information • Skills for Work Core: write routine workplace texts | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to a member of the HSIE faculty. | |
| LINK TO NESA | |
| Work Studies - https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/work-studies Skills for Work - https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/stage-6-vet-board-endorsed-courses/skills-for-work-and-vocational-pathways | |

SOCIETY & CULTURE

**HSIE
FACULTY**

HEAD TEACHER: Ms Lawrence

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| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| <p>This course is recommended for those students who wish to pursue tertiary education such as TAFE and university as well as those who wish to pursue a career in: Social work, research, sociology, creative industries, arts, psychology, teaching, education, community affairs, youth work and international affairs. This course is for any student who is interested in cultures around the world and within Australia, understanding people, research and popular culture.</p> | |
| COURSE DESCRIPTION | |
| <p>Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of interest to them.</p> | |
| WHAT STUDENTS LEARN | |
| <p>Society and Culture provides the opportunity to explore other cultures including shared histories and cultures of peoples at a local, national and global level. Students will explore the interactions between persons and groups within various societies, the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study, how people in different social, cultural and environmental settings behave, communicate and perceive the world around them and socialisation and the development of personal and social identity in a variety of social and cultural settings.</p> | |
| COURSE REQUIREMENTS | |
| <p>Students will be given the opportunity to undertake a mini personal interest project in the year 11 course and a major work personal interest project in Year 12. Students will undertake a 2-hour HSC Examination and will be required to undertake social and cultural research and complete a major interest project on their choice of topic.</p> | |
| MAIN TOPICS COVERED | |
| <p>YEAR 11</p> <ul style="list-style-type: none">• Part I – Social and Cultural World/ Personal Interest• Part II – Personal and Social Identity• Part III – Intercultural communication <p>Year 12</p> <ul style="list-style-type: none">• Part I – Continuity and Change• Part II – Personal Interest Project• Part III + Part IV – Select 2 of the following.<ul style="list-style-type: none">- Belief systems and Ideologies- Popular Culture- Social inclusion and exclusion- Conformity and Nonconformity | |
| FURTHER INFORMATION | |
| <p>If you wish to seek further information on this course speak to your teacher or a member of the HSIE faculty.</p> | |
| LINK TO NESA | |
| <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture</p> | |

INDUSTRIAL TECHNOLOGY -TIMBER

**TAS/ CAPA
FACULTY**

HEAD TEACHER: Ms Screen

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| COURSE FEE | Subsidised to a cost of \$50 |
| WHO SHOULD STUDY THIS COURSE? | |
| Students who have an interest in further developing their skills and knowledge from Stage 5 elective classes (though not a requirement). Students who are self-motivated, possess good time- management skills and have knowledge of the design process would be well suited to this course as it requires the ability to plan and develop a major work project. | |
| COURSE DESCRIPTION | |
| Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. | |
| WHAT STUDENTS LEARN | |
| Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgements about issues, decisions and problems arising from this interaction. Students achieve this by applying practical experiences to the study of the technology, management and organisation of industry. | |
| COURSE REQUIREMENTS | |
| In the Year 11 course, students must design, develop and construct several projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio, study the overall industry related to the specific focus area industry. | |
| MAIN TOPICS COVERED | |
| Year 11 <ul style="list-style-type: none"> • Industry Study • Design • Management and Communication • Production • Industry Related Manufacturing Technology Year 12 <ul style="list-style-type: none"> • Industry Study • Major Project • Industry Related Manufacturing Technology | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the TAS/ CAPA faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/industrial-technology | |

VISUAL ARTS

**TAS/ CAPA
FACULTY**

HEAD TEACHER: Ms Screen

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| COURSE FEE | Subsidised to a cost of \$50 |
| WHO SHOULD STUDY THIS COURSE? | |
| This course is suited to students with an interest in visual arts history, critical study and art making. Previous experience in Stage 5 elective Visual Arts is beneficial, but not a requirement. Students learn how to describe, analyse and create visual art works in a range of mediums including photography, ceramics, digital objects, painting and drawing. Students experience working in a range of mediums and through consultation with their teacher create a body of art works on a topic they research. Analysis skills from this course are use full in a range of industries. | |
| COURSE DESCRIPTION | |
| Visual Arts builds understanding of the roll of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many types of knowledge are increasingly managed through imagery and spectacle and much of a student's knowledge is acquired this way. The subject of Visual Arts serves to facilitate the interpretation of such information. | |
| WHAT STUDENTS LEARN | |
| Visual Arts involves students in art making, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. | |
| COURSE REQUIREMENTS | |
| In Year 11 students are required to develop artworks in at least two expressive forms and use a process diary. In the HSC year, the development of a body of work in a medium of their choice and use of a process diary are required. A minimum of five Case Studies (4–10 hours each) are required along with deeper and more complex investigations in art making, art criticism and art history. | |
| MAIN TOPICS COVERED | |
| YEAR 11 Students learn about: <ul style="list-style-type: none"> the nature of practice in art making, art criticism, and art history through different investigations agencies in the art world – artist, artwork, world, audience the frames and how students might develop their own informed points of view how they might develop meaning and interest in their work building understanding over time through various investigations and through working in different forms. | |
| YEAR 12 Students learn about: <ul style="list-style-type: none"> how they may 'own' practice in art making, art criticism, and art history how they may further relate concepts of the art world involving the agencies of artist, artwork, world, audience how they may develop their own informed points of view in increasingly independent ways using the frames how they may further develop meaning and interest in their work. | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the TAS/CAPA faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus | |

MUSIC

TAS/ CAPA FACULTY

HEAD TEACHER: Ms Screen

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| COURSE FEE | Subsidised to a cost of \$50 |
| WHO SHOULD STUDY THIS COURSE? | |
| Music Stage 6 has a focus on Performance, Aural, Composition and Musicology. You will learn to play an instrument building those technical and aural skills throughout the 2 years. Student who wish to join Stage 6 music should either play an instrument or be willing to learn (singing counts!). | |
| COURSE DESCRIPTION | |
| In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music. | |
| WHAT STUDENTS LEARN | |
| The purpose of Music 1 is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to engage in a range of musical styles, including contemporary popular music, and for many, it will serve as a pathway for further training and employment in the music industry or in contemporary music fields. Further skills include: playing, organizing, observing, listening, analyzing, moving, creating, improvising, and you thought it was only singing! | |
| COURSE REQUIREMENTS | |
| HSC course Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition. | |
| MAIN TOPICS COVERED | |
| YEAR 11 Students will develop knowledge and understanding about the use of the following musical concepts: duration, pitch, dynamics and expressive techniques, tone, colour, texture and structure. | |
| Year 12 Students will develop a greater depth of knowledge and understanding of the concepts of music and skills in performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students will study at least THREE topics | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the TAS/CAPA faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus | |

HEAD TEACHER: Mr Swadling

| | |
|---|------------|
| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| Students who have an interest in health, sport, physical activity and human performance. This is an ATAR course and is suitable for students looking to attend university to pursue a career in the health industry, study physiotherapy, sports science, teaching, sport and recreation or medicine. | |
| COURSE DESCRIPTION | |
| The PDHPE 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 study physical performance, advanced approaches to training and sports medicine as well as the health of Australians. | |
| WHAT STUDENTS LEARN | |
| Students will learn values and attitudes that promote healthy and active lifestyles and communities. They will develop knowledge and understanding of the factors that affect health and about the way the body moves. Students will develop the capacity to exercise influence over personal and community health and to take action to improve participation and performance in physical activity. This is an academic subject and as such students will develop their ability to apply the skills of critical thinking, research and analysis. | |
| COURSE REQUIREMENTS | |
| The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time of which students choose two. | |
| MAIN TOPICS COVERED | |
| YEAR 11 <ul style="list-style-type: none"> • Better Health for Individuals • The Body in Motion • First Aid • Fitness Choices YEAR 12 <ul style="list-style-type: none"> • Health Priorities in Australia • Factors Affecting Performance • Sports Medicine • Improving Performance | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the PDHPE faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus | |

COMMUNITY & FAMILY STUDIES

**PDHPE
FACULTY**

HEAD TEACHER: Mr Swadling

| | |
|---|------------|
| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| Students who have an interest in individual, family and community health. This an ATAR course and is suitable for students looking to attend university to pursue a career in the health and wellbeing sector, nursing, humanities and social work. | |
| COURSE DESCRIPTION | |
| Community and Family Studies Stage 6 syllabus is designed to develop an understanding of the diverse nature and interdependence of families and communities within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities. | |
| WHAT STUDENTS LEARN | |
| Students will gain a knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing. They will also learn about the contribution positive relationships make to individual, group, family and community wellbeing. Students will develop research methodology and skills in researching, analysing and communicating and in the application of management processes to meet the needs of individuals, groups, families and communities. | |
| COURSE REQUIREMENTS | |
| The HSC course consists of three mandatory modules and an options component. | |
| MAIN TOPICS COVERED | |
| YEAR 11 <ul style="list-style-type: none">• Resource Management• Individuals and Groups• Families & Communities YEAR 12 <ul style="list-style-type: none">• Research Methodology• Groups in Context• Parenting and Caring• Individuals and Work | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the PDHPE faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/community-family-studies-syllabus | |

SLR (CEC)

PDHPE
FACULTY

HEAD TEACHER: Mr Swadling

| | |
|--|------------|
| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| This is a content endorsed course. It will count towards your HSC but does not have an HSC examination and does not contribute towards the calculation of your ATAR. This course is suitable for students who enjoy sport and physical activity and who are not seeking an ATAR. | |
| COURSE DESCRIPTION | |
| Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. | |
| WHAT STUDENTS LEARN | |
| Students will learn about the factors that influence health and participation in physical activity, principles that affect quality of performance, implement strategies to promote health, physical activity and enhanced performance. It is envisioned students will develop a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential. | |
| COURSE REQUIREMENTS | |
| The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component. The time allocated to each optional module is flexible within the range of 20–40 hours depending on the number of units for the course and the way in which the course is delivered. | |
| MAIN TOPICS COVERED | |
| A selection of the optional topics includes: Aquatics, Athletics, Dance, First Aid and Sports Injuries, Fitness, Games and Sports Applications, Gymnastics, Healthy Lifestyle, Individual Games and Sports, Applications, Outdoor Recreation, Resistance Training, Social Perspectives of Games and Sport, Sports Administration, Sports Coaching and Training. | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the PDHPE faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/sport-lifestyle-recreation-studies | |

HEAD TEACHER: Mr Atkinson

| | |
|---|-----|
| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| Students who enjoy Mathematics at the highest levels, students who intend to pursue a career in science, finance, medicine, engineering or mathematics. This course provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. | |
| COURSE DESCRIPTION | |
| The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. | |
| WHAT STUDENTS LEARN | |
| The study of Mathematics Advanced in Stage 6 students develop knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. There are opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs. Students develop ways of thinking in which problems are explored through observation, reflection and reasoning | |
| COURSE REQUIREMENTS | |
| Scientific calculator or non-programmable graphics calculator. | |
| MAIN TOPICS COVERED | |
| Year 11 <ul style="list-style-type: none"> • Functions: Working with Functions • Trigonometric Functions: Trigonometry and Measure of Angles, Trigonometric Functions and Identities • Calculus: Introduction to Differentiation • Exponential and Logarithmic Functions: Logarithms and Exponentials • Statistical Analysis: Probability and Discrete Probability Distributions Year 12 <ul style="list-style-type: none"> • Functions: Graphing Techniques • Trigonometric Functions: Trigonometric Functions and Graphs • Calculus: Differential Calculus, The Second Derivative, Integral Calculus • Financial Mathematics: Modelling Financial Situations • Statistical Analysis: Descriptive Statistics and Bivariate Data Analysis, Random Variables | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the Maths faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017 | |

STANDARD MATHEMATICS 1

MATHS FACULTY

HEAD TEACHER: Mr Atkinson

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| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| For students who value Mathematics as a life skill. Students in this course will focus on improving their numeracy skills and learning real life mathematical applications. provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training. | |
| COURSE DESCRIPTION | |
| Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects. Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning. | |
| WHAT STUDENTS LEARN | |
| In Mathematics Standard 1 in Stage 6, students learn skills which enable them to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. Students are provided with opportunities to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling. They then use these models to solve problems related to their present and future needs. | |
| COURSE REQUIREMENTS | |
| Scientific calculator | |
| MAIN TOPICS COVERED | |
| Year 11 <ul style="list-style-type: none"> Algebra: Formulae and Equations, Linear Relationships Measurement: Applications of Measurement, Working with Time Financial Mathematics: Money Matters Statistical Analysis: Data Analysis, Relative Frequency and Probability Year 12 <ul style="list-style-type: none"> Algebra: Types of Relationships Measurement: Right-angled Triangles, Rates, Scale Drawings Financial Mathematics: Investment, Depreciation and Loans Statistical Analysis: Further Statistical Analysis Networks: Networks and Paths | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the Maths faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017 | |

STANDARD MATHEMATICS 2

MATHS FACULTY

HEAD TEACHER: Mr Atkinson

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| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| Students who value Mathematics but do <u>not</u> wish to pursue university study in mathematics, medicine or engineering. | |
| COURSE DESCRIPTION | |
| <p>Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.</p> <p>In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.</p> | |
| WHAT STUDENTS LEARN | |
| In Mathematics Standard 2 students learn skills which enable them to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. Students are provided with opportunities to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling. They then use these models to solve problems related to their present and future needs. | |
| COURSE REQUIREMENTS | |
| Scientific calculator. | |
| OPTIONAL UNITS | |
| <p>Year 11</p> <ul style="list-style-type: none"> Algebra: Formulae and Equations Linear Relationships Measurement: Applications of Measurement, Working with Time Financial Mathematics: Money Matters Statistical Analysis: Data Analysis Relative Frequency and Probability <p>Year 12</p> <ul style="list-style-type: none"> Algebra: Types of Relationships Measurement: Non-right-angled Trigonometry Rates and Ratios Financial Mathematics: Investments and Loans Annuities Statistical Analysis: Bivariate Data Analysis the Normal Distribution Networks: Network Concepts Critical Path Analysis | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the Maths faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017 | |

NUMERACY (CEC)

MATHS FACULTY

HEAD TEACHER: Mr Atkinson


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| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy. | |
| COURSE DESCRIPTION | |
| This is a new course focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy. | |
| WHAT STUDENTS LEARN | |
| The Numeracy CEC supports students to develop the core numeracy skills required to become active and successful participants in society. When students become functionally numerate, they are able to manage a situation or solve a problem in everyday contexts. This course offers students the opportunity to prepare for post-school options including employment or further training. | |
| The Mathematics Stage 6 syllabuses: | |
| <ul style="list-style-type: none"> ▪ build upon students' learning in the Mathematics K–10 Syllabus, ▪ assume students have developed core numeracy skills; and ▪ offer opportunities for students to think mathematically. | |
| Numerical reasoning and mathematical thinking involves questioning, communicating, reasoning and reflecting and promotes students' ability to generalise, challenge, find connections and think critically and creatively. | |
| COURSE REQUIREMENTS | |
| Scientific calculator | |
| OTHER INFORMATION | |
| The Numeracy CEC supports students to develop the core numeracy skills required to become active and successful participants in society. When students become functionally numerate, they are able to manage a situation or solve a problem in everyday contexts. This course offers students the opportunity to prepare for post-school options including employment or further training. | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the Maths faculty. | |
| LINK TO NESA | |
| https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/numeracy-cec | |

CONSTRUCTION (VET)

**TAS/CAPA
FACULTY**

HEAD TEACHER: Ms Screen

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| COURSE FEE | Subsidised to a cost of \$50 |
| WHO SHOULD STUDY THIS COURSE? | |
| Students who are interested in pursuing a career in the construction industry or wanting to continue building skills from Stage 5 Industrial Technology (though not a pre-requisite). Possible occupations include building, concreting, shop fitting, bricklaying and carpentry. | |
| COURSE DESCRIPTION | |
| This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the construction industry. Students who are assessed as competent in sufficient units will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. | |
| WHAT STUDENTS LEARN | |
| Students will develop basic skills (measuring, forming up, how to read technical drawings etc.) and to function on a work site and learn to work as part of a team which includes communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts. | |
| COURSE REQUIREMENTS | |
| Compulsory or "core units" combined with a range of elective units address this Qualification. Students in this course will work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent'. Students are required to complete work placement of 70hrs over the two-year period. Work placement involves the student completing real work experiences in industry settings. Reliable transport will be required in local and regional locations. | |
| MAIN TOPICS COVERED | |
| Over the two-year course, students will develop a range of skills and knowledge that is required to achieve competency for a Certificate II. | |
| FURTHER INFORMATION | |
| Black leather enclosed shoes are compulsory PPE in this subject. If you wish to seek further information on this course speak to your teacher or a member of the TAS faculty. | |

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|---|--------------|--|---------------|-------------|--|
|  | | 2022 CONSTRUCTION COURSE DESCRIPTION CPC20220 Certificate II in Construction Pathways (Release 4) + Statement of Attainment towards CPC20120 Certificate II in Construction RTO 90162 Public Schools NSW, Tamworth | | | |
| IMPORTANT INFORMATION: The training package for this course has recently changed. At the time of publication, NESA has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy. | | | | | |
| Course: Construction Board Developed Course | | 2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR) | | | |
| This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification in CPC20220 Certificate II in Construction Pathways, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification. | | | | | |
| Construction, Plumbing and Services Training Package (CPC6.2) Units of Competency Core CPCCOM1012 Work effectively and sustainably in the Construction Industry CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry CPCCOM1013 Plan and organise work CPCCOM1015 Carry out measurements and calculations CPCCVE1011 Undertake a basic construction project | | Electives CPCCOM1014 Conduct workplace communication CPCCOM2001 Read and interpret plans and specifications CPCCCA2011 Handle carpentry materials CPCCCA2002 Use carpentry tools and equipment CPCCCM2006 Apply basic levelling procedures CPCCCO2013 Carry out concreting to simple form CPCCJN3004 Manufacture and assemble joinery components | | | |
| Course Prerequisite CPCCWHS1001 - Prepare to work safely in the construction industry. The Construction General Induction Training (Whitecard) will be delivered as part of this course by: <ul style="list-style-type: none">at a cost of \$50 per student | | Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeworkNSW GIT card is mandatory before undertaking any work placement. No online course is recognised by the Dept of Ed | | | |
| Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted. | | | | | |
| Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher. | | | | | |
| Recommended Entry Requirements Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials, climbing ladders and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments. | | | | | |
| Examples of occupations in the construction industry: | | | | | |
| • building | • concreting | • shop fitting | • bricklaying | • carpentry | |
| Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. | | | | | |
| External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification. | | | | | |
| Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit/s of competency they can effectively carry out competency. | | | | | |
| Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher. | | | | | |
| School Specific equipment and associate requirements for students – enclosed shoes | | Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy | | | |
| A school-based traineeship and apprenticeship is available in this course, for more information: http://www.sbatinnsw.info/ | | | | | |
| Exclusions - VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions | | | | | |
| 2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 April 2021 | | | | | |

HOSPITALITY KITCHEN OPERATIONS (VET)

**TAS/CAPA
FACULTY**

HEAD TEACHER: Ms Screen

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| COURSE FEE | Subsidised to a cost of \$50 |
| WHO SHOULD STUDY THIS COURSE? | |
| Students that are interested in food service “Front-of-house”, meaning serving the public and gaining basic skills in an industry standard kitchen setting. Possible job titles include bar attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, porter room attendant. | |
| COURSE DESCRIPTION | |
| This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. Students who are assessed as competent in sufficient units will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. | |
| WHAT STUDENTS LEARN | |
| Students will learn how to wait on tables, set up for functions, take orders from guests, prepare and serve a range of hot and cold beverages and follow direction in a kitchen using various tools and equipment. They will learn to work as part of a team which includes communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts. | |
| COURSE REQUIREMENTS | |
| Compulsory or “core units” combined with a range of elective units address this Qualification. Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ Students are required to complete work placement of 70hrs over the two-year period. Work placement involves the student completing real work experiences in industry settings. | |
| MAIN TOPICS COVERED | |
| Over the two-year course students will develop a range of skills and knowledge that is required to achieve competency for a Certificate II. | |
| FURTHER INFORMATION | |
| Students are expected to provide: Black pants, black polo shirt, black leather enclosed shoes. Students will be provided with a service apron. It is an expectation that students that chose to undertake a VET hospitality course will ensure they refrain from wearing nail polish or have acrylic nails due to WHS and food safety and hygiene requirements. If you wish to seek further information on this course speak to your teacher or a member of the HSIE faculty. | |

2022 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

SIT20416 Certificate II in Kitchen Operations

RTO 9162 Public Schools NSW, Tamworth

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

Course: **Hospitality - Kitchen Operations**
Board Developed Course

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

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

Tourism, Travel and Hospitality training package (SIT 1.2)

Units of Competency

Core

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

Electives

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

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

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

Recommended Entry Requirements

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

Examples of occupations in the hospitality industry

- Kitchenhand
- Cook
- Chef
- Baker

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: subsidised \$50

Students provided with chef uniform – students are required to have enclosed non slip shoes

Refunds

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

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

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

HOSPITALITY FOOD & BEVERAGE (VET)

**TAS/CAPA
FACULTY**

HEAD TEACHER: Ms Screen

| | |
|--|-------------------------------------|
| COURSE FEE | Subsidised to a cost of \$50 |
| WHO SHOULD STUDY THIS COURSE? | |
| Students that are interested in food service “Front-of-house” meaning serving the public and gaining basic skills in an industry standard kitchen setting. Possible job titles include bar attendant café attendant catering assistant food and beverage attendant front office assistant porter room attendant. | |
| COURSE DESCRIPTION | |
| This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. . Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. | |
| WHAT STUDENTS LEARN | |
| Students will learn how to wait on tables, set up for functions, take orders from guests, prepare and serve a range of hot and cold beverages and follow direction in a kitchen using various tools and equipment. They will learn to work as part of a team which includes communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts. | |
| COURSE REQUIREMENTS | |
| 2Unit x 2years/240 hours Compulsory or “core units” combined with a range of elective units address this Qualification. Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ Students are required to complete work placement of 70hrs over the two period. Work placement involves the student completing real work experiences in industry settings. | |
| MAIN TOPICS COVERED | |
| Over the two-year course students will develop a range of skills and knowledge that is required to achieve competency for a Certificate II. | |
| FURTHER INFORMATION | |
| Students are expected to provide: Black pants, black polo shirt, black leather enclosed shoes. Students will be provided with a service apron. It is an expectation that students that chose to undertake a VET hospitality course will ensure they refrain from wearing nail polish or have acrylic nails due to WHS and food safety and hygiene requirements. If you wish to seek further information on this course speak to your teacher or a member of the HSIE faculty. | |

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

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

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

Tourism, Travel and Hospitality training package (SIT 1.2)
Units of Competency
Core

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

Electives

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

Plus, additional competencies
Category A

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

Category B

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

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

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

Recommended Entry Requirements

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

Examples of occupations in the hospitality industry:

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

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Subsidised \$50

Enclosed shoes and school shirt – students will be supplied with service aprons

Refunds

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

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

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

MANUFACTURING & ENGINEERING (VET)

**TAS/CAPA
FACULTY**

HEAD TEACHER: Ms Screen

| | |
|---|-------------------------------------|
| COURSE FEE | Subsidised to a cost of \$50 |
| WHO SHOULD STUDY THIS COURSE? | |
| Students selecting this course should be interested in working in a manufacturing environment. They should be able to use hand and power tools, lift and carry small and large objects. There will be out of class homework, research activities and assignments. Students who are interested in pursuing a career as a fitter, machinist, refrigeration and air conditioning mechanic, toolmaker, maintenance fitter or locksmith would find this course valuable. This course requires a practical application of Numeracy. | |
| COURSE DESCRIPTION | |
| This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the engineering and manufacturing industry. Students who are assessed as competent in sufficient units will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. | |
| WHAT STUDENTS LEARN | |
| Students will develop basic skills on how to work safely using a range of tools and equipment, perform computations, organize and communicate information, and how to develop a career plan for the manufacturing and engineering industry. Students will learn to work as part of a team which includes communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts. | |
| COURSE REQUIREMENTS | |
| Compulsory or "core units" combined with a range of elective units address this Qualification. Students in this course will work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' Students are required to complete work placement of 35hrs over the two-year period. Work placement involves the student completing real work experiences in industry settings. Reliable transport will be required in local and regional locations. | |
| MAIN TOPICS COVERED | |
| Over the two-year course, students will develop a range of skills and knowledge that is required to achieve competency for a Certificate I In Engineering and Statement of Attainment towards Certificate II in Engineering Pathways. | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the TAS faculty. | |



Education

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

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

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

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

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

Manufacturing and Engineering Training Package (MEM 2)

Units of Competency

Core

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

Electives

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

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

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

Recommended Entry Requirements

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

Examples of occupations in the Manufacturing and Engineering industry

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

Mandatory HSC Course Requirements

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

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Subsidised cost of \$50
Students must have enclosed footwear

Refunds

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

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

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

2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021



PRIMARY INDUSTRIES (VET)

**SCIENCE
FACULTY**

HEAD TEACHER: Ms Mowatt

| | |
|---|--|
| COURSE FEE | |
| WHO SHOULD STUDY THIS COURSE? | |
| Students who are interested in agriculture. The agriculture industry will have a huge impact on the future of food security. There are a large variety of careers and employment opportunities available through studying agriculture and there is a strong demand for skilled workers. | |
| COURSE DESCRIPTION | |
| This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the Agriculture, Horticulture and Primary industries. Students who are assessed as competent in sufficient units will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. | |
| WHAT STUDENTS LEARN | |
| Industry curriculum frameworks provide students with the opportunity to gain industry-recognised national vocational qualifications under the Australian Qualifications Framework (AQF) as part of their NSW Higher School Certificate (HSC). This course will provide the key skills required to work in the agriculture industry giving the basis to confidently work in a farming enterprise. | |
| COURSE REQUIREMENTS | |
| For a student to be considered to have satisfactorily completed a course within the Primary Industries Curriculum Framework they must meet the: HSC VET course requirements and the qualification packaging rules describe the number and range of core and elective units of competency required for eligibility for an AQF VET qualification. This course consists of: three mandatory focus areas, 1 stream focus area and a range of elective units of competency from the HSC elective pool. | |
| MAIN TOPICS COVERED | |
| <ul style="list-style-type: none"> • Participate in WHS processes • Participate in environmentally sustainable work practices • Work effectively in the industry • Observe and report on weather • Apply chemicals under supervision • Treat weeds • Care for health and welfare of livestock • Handle livestock using basic techniques • Identify and mark livestock • Carry out regular livestock observations • Participate in workplace communications • Prepare livestock for competition • Operate machinery and equipment • Operate tractors • Inspect and clean machinery, tools and equipment to preserve biosecurity • Provide feed for livestock • Install, maintain and repair farm fencing • Carry out basic electric fencing operations | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the Science faculty. | |



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

Course: Primary Industries
Board Developed Course (240 hour)

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

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of AHC20116 Certificate II in Agriculture (Release 7) <https://training.gov.au/Training/Details/AHC20116>

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

Recommended Entry Requirements

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

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

Core

AHCWHS201 Participate in work health and safety processes
AHCWRK204 Work effectively in the industry
AHCWRK209 Participate in environmentally sustainable work practices.

Electives

AHCWRK205 Participate in workplace communications
AHCWRK201 Observe and report on weather
AHCMPG201 Treat weeds
AHCCHM201 Apply chemicals under supervision
Healthy Livestock
AHCLSK202 Care for health and welfare of livestock
AHCLSK205 Handle livestock using basic techniques
AHCLSK206 Identify and mark livestock
AHCLSK204 Carry out regular livestock observations

AHCMOM202 Operate tractors
AHCMMOM304 Operate machinery and equipment
AHCLSK211 Provide feed for livestock
AHCLSK209 Monitor water supplies
AHCINF202 Install, maintain and repair farm fencing
AHCINF201 Carry out basic electric fencing operations
AHCLSK316 Prepare livestock for competition
AHCBO201 Inspect and clean machinery for plant, animal and soil

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

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

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

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: TBA

Enclosed leather work boots, dress boots, belt, akubra hat and cream moleskins for livestock showing

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>

SPORTS COACHING (VET)

PDHPE
FACULTY

HEAD TEACHER: Mr Swadling

| | |
|---|------------|
| COURSE FEE | Nil |
| WHO SHOULD STUDY THIS COURSE? | |
| This is an HSC VET course. This subject will not count towards an ATAR but students who complete all modules will receive a Certificate III in Sports Coaching. This course is suitable for students with an interest in sport, developing leadership qualities and students pursuing a career in sports, coaching, officiating or administration. | |
| COURSE DESCRIPTION | |
| 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 as coaches, officials and administrators. | |
| WHAT STUDENTS LEARN | |
| Students learn to Identify risk and apply risk management processes, provide first aid, participate in workplace health and safety, work in a community coaching role, conduct sport, fitness or recreation events, facilitate inclusion for people with a disability and respond to emergency situations. | |
| COURSE REQUIREMENTS | |
| To achieve the qualification outcome SIS30519 Certificate III in Sport Coaching, students must be accredited for a total of 4 units at the Preliminary and/or HSC level, attempt all core units of competency (totalling 150 HSC indicative hours) and elective units of competency to a minimum of 90 HSC indicative hours and complete a minimum of 35 hours of mandatory work placement. | |
| MAIN TOPICS COVERED | |
| YEAR 11 <ul style="list-style-type: none">• Participate in workplace health and safety• Conduct sport, fitness and recreation events• Meet participant coaching needs• First Aid | |
| YEAR 12 <ul style="list-style-type: none">• Work in community coaching role• Continuously improve coaching skills and knowledge• Coach sports participants up to an intermediate level• Strength and Conditioning | |
| FURTHER INFORMATION | |
| If you wish to seek further information on this course speak to your teacher or a member of the PDHPE faculty. | |

2022 SPORT COACHING COURSE DESCRIPTION

SIS30519 Certificate III in Sport Coaching

RTO 90162 Public Schools NSW, Tamworth

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

Course: **Sport Coaching**
Board Endorsed Course

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

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

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

Units of Competency

Core units

HLTWHS001 Participate in workplace health and safety
SISSCO002 Work in a community coaching role
SISSCO005 Continuously improve coaching skills and knowledge
SISSCO003 Meet participant coaching needs
BSBRK401 Identify risk and apply risk management processes
HLTAID003 Provide first aid (delivered by an external RTO)

Elective units

Complete the follow competency:

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

And complete TWO of the following THREE elective competencies:

SISXCAI009 Instruct strength and conditioning techniques
SISSCOF002 Continuously improve officiating skills and knowledge
SISXDIS001 Facilitate inclusion for people with a disability

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

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

Recommended Entry Requirements

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

Examples of occupations in sport, fitness and recreation industries

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

Mandatory HSC Course Requirements.

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

External Assessment

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Nil

School Specific equipment and associate requirements for students TBA

Refunds

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

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

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

2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021





CESSNOCK HIGH SCHOOL

We are present, we are kind and we give our best.

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EST. 1937
What e'er you do, do well

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Subject Selections Year 11, 2023

HSC Eligibility:

- ☐ You must have at least 12 units for Year 11
- ☐ You must have at least 6 units of Board Developed Courses including English
- ☐ You must have at least three courses of 2 units value or greater
- ☐ You must have at least four subjects

Do you require an ATAR? YES / NO

ATAR Eligibility

- ☐ You must have at least 10 units of Board Developed Courses
- ☐ You must have at least 8 units of Category A Courses
- ☐ You must have at least three Board Developed Courses of 2 units value or greater
- ☐ You must have at least four subjects

| Preference Order | Course | Units |
|------------------------|---------------------------|-------|
| Preference 1 | English:(indicate course) | 2 |
| Preference 2 | | 2 |
| Preference 3 | | 2 |
| Preference 4 | | 2 |
| Preference 5 | | 2 |
| Preference 6 | | 2 |
| Reserve 1 | | 2 |
| Reserve 2 | | 2 |
| Reserve 3 | | 2 |
| Reserve 4 | | 2 |
| EVET Course (Optional) | | |

To be completed by 2th of July Subject Selection Interviews

Student Signature: _____

Parent Signature: _____

