

LEETON HIGH SCHOOL



SENIOR COURSE OUTLINES

An Information Package for Students
Selecting Electives

Year 11 – 2019

Year 12 - 2020

**Vision: Leeton High School will inspire, engage
and challenge all students to succeed**

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INFORMATION ABOUT THE HSC

General Information

The Higher School Certificate (HSC) recognises 13 years of schooling and provides a platform for greater career choices and increased opportunities at university and TAFE. It offers you a full range of study areas matching individual abilities, interests and goals.

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

The standards-based HSC offers syllabuses that set clear expectations of what you must learn and measure your performance against set standards. Your mark in each course is reported against descriptive performance bands that show what students placed in each band typically know, understand and can do.

This booklet details information about the HSC. More information is contained in a NSW Education Standards Authority publication “*Studying for the New South Wales Higher School Certificate*” which will be issued to you later in the year and can also be accessed at <https://studentonline.nesa.nsw.edu.au/documents/studying-for-the-nsw-hsc.pdf>

WHAT TYPES OF COURSES CAN I SELECT?

There are different types of courses that you can select in Years 11 and 12.

Board Developed Course (BDC)

These courses are developed by the NSW Education Standards Authority (NESA). There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses).

These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admissions Rank (ATAR). The syllabus in each course is available on the NESA website <http://educationstandards.nsw.edu.au>

Board Endorsed Course (BEC)

Board Endorsed Courses have syllabuses endorsed by NESA to cater for areas of special interest not covered in Board Developed Courses. Leeton High School offers English Studies and Work Studies.

Schools may also develop special courses in order to meet student needs. These courses must be approved by NESA.

There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of School Achievement (RoSA). However, ***Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).***

Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

Vocational Education and Training (VET) Frameworks

Almost all VET courses lead to nationally recognised Australian Qualifications Framework (AQF) qualifications, either certificates or statements of attainment. Some courses also include work placement. These courses can provide a head start towards a career and pathways to further study. VET courses are delivered to students by Registered Training Organisations (RTOs). These can be their schools, colleges of TAFE NSW or other private RTOs.

All VET courses are either developed or endorsed by NESA, for inclusion in a student's Record of School Achievement or Higher School Certificate.

Board Developed VET courses (Industry Curriculum Frameworks)

Contribute to the Higher School Certificate and allow students to sit for an optional examination which can contribute to the Australian Tertiary Admission Rank (ATAR).

Board Endorsed VET courses (non-framework)

Contribute to the Record of School Achievement or Higher School Certificate, but not to the ATAR.

Non-school delivered VET courses are subject to availability. Students may select only one non-school delivered VET subject.

Life Skills Courses as part of a Special Program of Study

Life Skills courses are available for students following a Special Program of Study for the Higher School Certificate.

Students accessing a Special Program of Study will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years.

Life Skills courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

Life Skills courses do not count in the calculation of the ATAR.

WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Most courses are 2 unit.

The following is a guideline to help you understand the pattern of courses.

2 UNIT COURSE

This is the basic structure for all courses. It has a value of 100 marks and 4 hours/week.

EXTENSION COURSE

Extension study is available in a number of subjects. Extension courses build on the content of the 2-unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2-unit course, extension courses are available in English, Mathematics, History, Music, some Languages, Science (in consultation phase currently) and VET. Undergraduate university courses will be available in some subjects.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary Extension course in these subjects before proceeding to the two HSC Extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC Extension courses in subjects other than English and Mathematics are offered and examined in the HSC course only.

It will occupy 2 hours of class time each week or 60 hours per year.

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by NESA. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course;
- you must have sat for and made a serious attempt at the Higher School Certificate examinations;
- you must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
 - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - at least three courses of 2 units value or greater (either BDC or BEC)
 - at least four subjects
 - at most 6 units of courses in Science can contribute to Higher School Certificate eligibility.

DO YOU WANT TO RECEIVE AN ATAR?

To be eligible for an ATAR you must satisfactorily complete at least 10 units (including at least two units of English) of ATAR courses.

Courses completed must include at least three Board Developed courses of two units or greater and at least four subjects.

Students will need to satisfactorily complete at least 10 units (including at least two units of English) of ATAR courses including at least eight units of Category A courses (yellow). Courses completed must include at least three Board Developed courses of two units or greater and at least four subjects.

Your ATAR is based on the aggregate of scaled marks in 10 units of ATAR courses comprising:

- your best two units of English
- your best eight units from the remaining units, subject to the provision that no more than two units of Category B courses (blue) be included
- satisfactory completion of English
- accumulation of courses over a period of no more than five years
- the last satisfactory attempt of a repeated course.

If you enrol in a repeat course and subsequently withdraw, either officially by advising the Principal or the NSW Education Standards Authority, or unofficially by non-attendance at the appropriate examination, you will be considered as not having completed the course and it will be regarded as a non-satisfactory attempt – in this case the mark from your previous satisfactory attempt in the course will be available for inclusion in your ATAR.

Category B courses are all the eVET and VET courses (blue).

IF YOU DON'T WANT AN ATAR

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses (green) once you have studied six units from Board Developed Courses (yellow).

COURSE SELECTION

Course selection requires careful consideration. The school provides extensive counselling via the Careers Adviser, Head Teachers, Year Adviser and subject teachers. Course selection requires the involvement of parents/caregivers, student and teachers.

Academic demands are much greater in Years 11 and 12 than in the junior years and this factor should also be considered when selecting subjects. These academic demands include regular assignment and assessment work and consistent study if the student is to gain full benefit from the school.

The completion of Year 11 Preliminary courses and award of the Higher School Certificate is contingent upon the ***attendance, conduct and progress*** of the candidate. The Principal will determine whether these have been satisfactory and will make recommendations to NESA based upon advice from teaching staff.

Each HSC Board Course consists of a Preliminary (Year 11) and a HSC (Year 12) component. ***Students must complete the Preliminary component satisfactorily before commencing the HSC component.***

CHANGES OF SUBJECTS

Once commenced it is very difficult to change courses. As a result, these must be carefully chosen. Changes may take place ***within the first six weeks of Term 1 2019*** or at the Principal's discretion. Also, it is important to note that once course selections have been made by the student group as a whole for 2019, there will be no changes to the lines on which they appear.

SOME CONSIDERATIONS WHEN YOU ARE CHOOSING SUBJECTS

- Some subjects *assume a level of knowledge or competency* and students should speak to the Head Teacher in charge of that subject for details. Students who have not successfully completed all of their Stage 5 courses can only enter Year 11 with the permission of the Principal.
- In certain cases, some subjects are best studied in *combination with other subjects* e.g. students contemplating 2 Unit Physics should be considering a minimum of 2 Unit Mathematics.
- The **NEEDS**, **INTERESTS** and **ABILITIES** of the student are the main criteria for subject choice.
- Career, prerequisite and assumed knowledge criteria are of secondary importance. The rationale is that career choice and tertiary course selection should be also based primarily on the criteria of *INTEREST* and *ABILITY*. A student who is aiming for a course or career in an area they are either not interested in or do not have the ability to do, has a very high risk of failure.
- Students are encouraged to maximise the number of units they study in a subject they are competent at and are interested in. Subject teacher advice should be taken into account in determining this.
- 12 units of study are required in Year 11.
- Avoid involvement in “the scaling game”. Students are warned to avoid this practice. Myths abound on this subject, but it is possible for students to adversely affect the quality of the HSC by selecting subjects they think will be “scaled up”.
- Reality in relation to future career and tertiary course aspirations is recommended. Sometimes parents/caregivers and/or students have unrealistic career goals. Consultation between parents/caregivers, student, teachers and/or the Careers Adviser is necessary.
- Courses not available in the junior school can often be difficult for students to select because they are not certain of their content or level of difficulty. For example, Physics can often cause difficulties for students in the senior school. Competence in Advanced Mathematics is a good indicator of a student’s ability in Physics and the Year 10 Maths teacher’s advice should be sought as well as the Science teacher’s advice. In the case of other courses, the subject contact should be consulted.
- A difficult situation may arise with the student who is well above average in all subjects, and is interested in many subjects. If there are no specific career goals, the student may well be advised to include in their selection subjects from different disciplines (eg. Science, Humanities) in order to keep tertiary and career options as broad as possible.

OTHER INFORMATION FOR PARENTS AND STUDENTS

A survey of young people indicated that their parents/caregivers were the strongest factor influencing them in choosing a career or job. The other significant influences were printed matter, talks and lectures, Career Reference Centres and friends. Being aware of the influences your children consider to be important may enable you to assist them to make a series of job or career decisions, based upon sound reasoning and factual information.

Although there is an increasing amount of assistance and advice being made available by community resources, such as schools and government departments, there is no substitute for what can be done in the family situation.

Choosing a career is not always an easy process and decision-making may be a new experience for a lot of young people.

Young people tend to worry about the complexity of the choice and there is a confusing array of occupations and training courses available to them.

In order to make informed decisions about work, young people should find out a lot about a wide range of jobs. Choosing a career involves developing an awareness of the occupations that exist and, gradually, learning more about some of these jobs and seeing how they suit one's personal needs.

At the career planning stage, young people should be aware that there are quite a number of occupations that would suit one individual, and that, throughout their working life, they may change jobs or careers several times. It is, therefore, important to explore the full range of occupational alternatives that may be available, according to the individual's interests, abilities and qualifications.

Both young people and parents/caregivers should take care in matching abilities and qualifications to suitable careers or jobs. Choosing unrealistic occupational goals will lead to frustration and confusion.

What can you do?

While your son or daughter has to take the most active role in making this series of career decisions you can support and guide him or her in many ways.

- You should encourage thinking and the expansion of his or her range and knowledge of jobs.
- You should understand that the needs of a son or daughter can be different to parents'/caregivers' own needs. For a young person, variety and job satisfaction may be very important, while a parent might consider security or high wages to be very important.
- You should help your child explore jobs that he or she finds interesting.
- You should accept the fact that your child's needs, wants and desires may not be the same as your own. Encourage your child to do his or her own thinking but, at the same time, you can help your son or daughter see the many aspects of a particular job, the good points and the bad. Help them understand why some jobs are highly paid and others not and why some

jobs are not as popular as others. You could help explain what employers expect in return for wages and conditions they give to workers.

- The school's Careers Adviser has a wealth of current information and expertise in offering students advice on career choices. Students and their parents should avail themselves of this service during this time.

ASSESSMENT AND REPORTING

- Reports will provide you with detailed descriptions of the knowledge, skills and understanding your student has attained in each subject.
- Syllabuses, along with assessment and examination information and a performance scale, give a clear idea of the standards that are expected. They can be viewed on the NESA website. (www.nesa.nsw.edu.au)
- School-based assessment tasks will contribute 50% of the HSC mark. Your school assessment mark will be based on performances in assessment tasks undertaken during the course.
- The other 50% will come from the HSC examination.
- HSC marks for 2 unit courses will be reported on a scale of 0 to 100. If students achieve the minimum standard expected in a course they will receive a mark of 50.
- There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 (Band 6) will correspond to the highest level of achievement.

A detailed Assessment Policy booklet outlining the NSW Educational Standards Authority and Leeton High School policies and procedures for assessment will be distributed to students by Week 3 of their first term in Year 11.

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

- **The HSC Testamur**

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

- **The Record of School Achievement (RoSA)**

This document lists the courses you have studied and reports the marks and bands you have achieved.

- **Course Reports**

For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. (A graph showing the statewide distribution of marks in the course is also shown).

PRELIMINARY AND HSC COURSES OFFERED BY LEETON HIGH SCHOOL FOR YEAR 11, 2019

CATEGORY A SUBJECTS (eligible for consideration in the calculation of ATAR)

- Agriculture
- Ancient History
- Biology
- Business Studies
- Chemistry
- Design and Technology
- Drama
- Economics
- English - all courses*
- Food Technology
- Geography
- Industrial Technology
- Information Processes and Technology
- Investigating Science
- Japanese – Beginners and Continuers
- Legal Studies
- Mathematics - all courses*
- Modern History
- Music 1
- PD/Health/PE
- Physics
- Textiles and Design
- Visual Arts

HSC Course Notes:

- Fundamentals of English must be studied in conjunction with either English Standard or English as a Second Language.
- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Design and Technology, Agriculture and Textiles and Design. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- There is only one History Extension Course. It can be studied with either the Ancient History course or the Modern History course but not both.
- You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Earth and Environmental Science, Physics and Investigating Science in meeting the 12 Preliminary or 10 HSC units.

BOARD ENDORSED COURSES (not eligible for consideration in the calculation of ATAR)

- Sport, Lifestyle and Recreation
- Work Studies

CATEGORY B SUBJECTS

(eligible for consideration in the calculation of ATAR)

Board Developed Evet and VET Curriculum Framework Courses:

- Automotive Vocational Preparation – Mechanical Technology
- Business Services
- Construction Pathways
- Electrotechnology – Career Start
- Electrotechnology – Career Start (Mechatronics Focus)
- Financial Services
- Hospitality
- Human Services – Individual Support (Ageing)
- Human Services - Health Services Assistance
- Information and Digital Technology (Networking and Hardware)
- Primary Industries - Agriculture III
- Primary Industries - Specialisation
- Primary Industries – Horticulture
- Primary Industries – Wool Handling
- Retail Services

Industry Curriculum Framework (ICF) courses

- An Industry Curriculum Framework course, studied as part of the HSC, enables students to acquire a range of technical, personal and organisational skills valued both within and beyond the workplace.
- Students receive a nationally recognised Australian Qualifications Framework (AQF) credential on successful completion of a course.
- The examination mark from one Industry Curriculum Framework VET course or may be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR)

Assessment - School based assessment

- VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency.
- Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent.

HSC examination (optional)

- The optional Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up 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 AQF qualifications.

Work placement

- Students in Industry Curriculum Framework courses must complete work placement of up to 70 hours for a 2 unit x 2 year course (240 hours). Additional hours are required for any extension courses - typically 35 hours for 120 hours of HSC credit.

School based apprenticeships and traineeships

- School based apprenticeships and traineeships prepare students for a career in a particular industry, provide a training wage and skills training both on-the-job and off-the-job at school, TAFE NSW or with a private training provider.
- School based apprenticeships and traineeships can be undertaken via a range of HSC VET courses. All Industry Curriculum Frameworks provide for an opportunity to undertake either a school based apprenticeship or traineeship pathway.
- A school based **traineeship** is generally completed over two years while students are at school and undertaken as part of the HSC program.
- A school based **apprenticeship** is undertaken over 2 years part-time while students are at school as part of their HSC, and then continued over 3 years full-time post school.

NON-FRAMEWORKS COURSES

(not eligible for consideration in the calculation of ATAR)

Board Endorsed eVET Curriculum Framework Courses:

- Animal Studies – Veterinary Nursing
- Beauty Services – Make Up
- Community Services
- Early Childhood Education and Care
- Engineering Pathways
- Salon Assistant
- Sport & Recreation

Use this information in conjunction with the TAFE NSW TVET Guide and delivery location insert information.

This information is correct at time of printing and may be subject to change.

Block Delivered Courses

This range of courses are designed to offer a broader range of options to students. Courses are delivered through either 3 or 6 one week blocks during the school holidays at various locations within the Riverina. Please find below an outline of courses being offered under block delivery mode. Further information is available covering course outline, special requirements, and transport and accommodation issues.

Course	HSC Unit and Duration	ATAR	Delivery	Location
Animal Studies – Veterinary Nursing	4 Units over 2 years	No	6 x 1 week blocks	Primary Industries Centre, Wagga Wagga
Beauty Services - Make-Up	2 Units over 1 year	No	3 x 1 week blocks	Wagga Wagga, Young
Construction Pathways	4 Units over 2 years	Yes	6 x 1 week blocks	Albury
Forestry	4 Units over 2 years	No	6 x 1 week blocks	Tumut

Online / Blended Delivered Courses

These range of courses are designed to offer a broader range of options to students. Courses are delivered either online, via web conferencing or a combination and may include face to face sessions throughout the course. Please find below an outline of courses being offered under this delivery mode. Further information is available covering course outline and special requirements.

Course	HSC Unit	ATAR	Delivery
Business Services	2 units or 4 units	No Yes	Online delivery supported by attendance at flex classes where available
Electrotechnology Career Start – Mechatronics Focus	4 Units	Yes	Blended delivery with online, web conferencing and mandatory workshop in Wagga each term
Financial Services	2 Units	No	Online delivery + weekly Adobe connect or web conferencing sessions
Retail Services	4 Units	Yes	Online delivery + weekly Adobe connect or web conferencing sessions
Sport and Recreation	3 Units	No	Online delivery + weekly Adobe connect or web conferencing sessions

Course: <u>Agriculture</u>	Course No: 15010	Contact Person: Mrs L Schmetzer
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It 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>		
<p>Preliminary Course</p> <ul style="list-style-type: none"> • Overview (15%) • The Farm Case Study (25%) • Plant Production (30%) • Animal Production (30%) 		<p>HSC Course</p> <p>Core (80%)</p> <ul style="list-style-type: none"> • Plant/Animal Production (50%) • Farm Product Study (30%) <p>Elective (20%) Choose ONE of the following electives to study:</p> <ul style="list-style-type: none"> • Agri-food • Fibre and Fuel Technologies • Climate Challenge • Farming for the 21st Century
<p>Particular Course Requirements:</p> <p>Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time</p>		

Course: <u>Ancient History</u>	Course No: 11020 Year 11 Ancient History 15020 Year 12 Ancient History	Contact Person: Mr C Henderson
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.		Exclusions: Nil
Course Description The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world. The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.		
Year 11 The Year 11 course comprises three sections. <ul style="list-style-type: none">Investigating Ancient History (60 indicative hours including ‘The Nature of Ancient History’ and ‘Case Studies’) Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies.Features of Ancient Societies (40 indicative hours) Students study at least two ancient societies.Historical Investigation (20 indicative hours) Historical concepts and skills are integrated with the studies undertaken in Year 11.	Year 12 The Year 12 course comprises four sections. <ul style="list-style-type: none">Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)One ‘Ancient Societies’ topic (30 indicative hours)One ‘Personalities in their Times’ topic (30 indicative hours)One ‘Historical Periods’ topic (30 indicative hours) Historical concepts and skills are integrated with the studies undertaken in Year 12.	

Course: Ancient History continued**Year 11**

In the Year 11 course, students undertake at least two case studies.

- One case study must be from Egypt, Greece, Rome or Celtic Europe, and
- One case study must be from Australia, Asia, the Near East or the Americas.

Year 12

The course requires study from at least two of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome

Course: <u>Biology</u>	Course No: 11030 Year 11 Biology 15030 Year 12 Biology	Contact Name: Miss L Kenton
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.		Exclusions: Nil
Course Description <p>The Year 11 course investigates cellular structure and provides a base 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 how this leads to biodiversity.</p> <p>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>		
Year 11 The Year 11 course consists of four modules. <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 		Year 12 The Year 12 course consists of four modules. <ul style="list-style-type: none"> • Module 5 Heredity • Module 6 Genetic Change • Module 7 Infectious Disease • Module 8 Non-infectious Disease and Disorders
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.</p> <p>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> <p>Fieldwork is also mandated in Year 11 and is an integral part of the learning process.</p>		

Course: <u>Business Studies</u>	Course No: 15040	Contact Name: Mr C Henderson
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil	
Course Description Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways 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. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.		
Preliminary Course <ul style="list-style-type: none">• Nature of business (20%) – the role and nature of business• Business management (40%) – the nature and responsibilities of management• Business planning (40%) – establishing and planning a small to medium enterprise	HSC Course <ul style="list-style-type: none">• Operations (25%) – strategies for effective operations management• Marketing (25%) – development and implementation of successful marketing strategies• Finance (25%) – financial information in the planning and management of business• Human resources (25%) – human resource management and business performance	

Course: <u>Chemistry</u>	Course No: 11050 Year 11 Chemistry 15050 Year 12 Chemistry	Contact Person: Miss L Kenton
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.		Exclusions: Nil
<p>Course Description</p> <p>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.</p> <p>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.</p> <p>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 chemicals.</p>		
<p>Year 11 The Year 11 course consists of four modules.</p> <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 		<p>Year 12 The Year 12 course consists of four modules.</p> <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 Ideas
<p>Course Requirements</p> <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.</p> <p>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>		

Course: <u>Design and Technology</u>	Course No: 15080	Contact Person: Mrs L Schmetzer
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil
Course Description The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms. The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.		
Preliminary Course Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.		HSC Course Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

Course: Design and Technology continued

Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

Course: <u>Drama</u>	Course No: 11090 Preliminary Course 15090 HSC Course	Contact Person: Mrs M Anthony
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
Preliminary Course Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences. Preliminary course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.		HSC Course Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas. <ul style="list-style-type: none">• The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.• For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.
Main Topics include: <ul style="list-style-type: none">• Australian Drama and Theatre (Core content)• Studies in Drama and Theatre• Group Performance (Core content)• Individual Project		

Course: Drama continued

Particular Course Requirements

The Preliminary course informs learning in the HSC course.

In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.

In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years.

Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Students selecting Drama are required to keep a log book of the development of each of the components Group Performance and Individual Project.

Course: <u>Economics</u>	Course No: 15110	Contact Person: Mr C Henderson
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil
Course Description Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.		
Preliminary Course <ul style="list-style-type: none"> • Introduction to Economics – the nature of economics and the operation of an economy • Consumers and Business – the role of consumers and business in the economy • Markets – the role of markets, demand, supply and competition • Labour Markets – the workforce and role of labour in the economy • Financial Markets – the financial market in Australia including the share market • Government in the Economy – the role of government in the Australian economy. 		HSC Course <ul style="list-style-type: none"> • The Global Economy – Features of the global economy and globalisation • Australia's Place in the Global Economy – Australia's trade and finance • Economic Issues – issues including growth, unemployment, inflation, wealth and management. • Economic Policies and Management – the range of policies to manage the economy

Course: <u>English Advanced</u>	Course No: 11140 Year 11 English Advanced 15140 Year 12 English Advanced.	Contact Person: Mrs M Anthony
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.	Exclusions: English Standard; English Studies; English EAL/D	
Course Description In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values. In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction. In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.		
Content Year 11 The course has two sections: <ul style="list-style-type: none">• Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.• Two additional modules: <i>Critical Study of Literature</i>, and <i>Narratives that Shape our World</i> in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.	Year 12 The course has two sections: <ul style="list-style-type: none">• The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.• Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.	

Course: English Advanced continued

Course Requirements

Across the English Advanced Stage 6 course students are required to study:

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

Year 11

Students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

Year 12

Students are required to study:

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry **or** drama. The remaining text may be film **or** media **or** a nonfiction text **or** may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the *Common module: Texts and Human Experiences*.

Course: <u>English Standard</u>	Course No: 11130 Year 11 English Standard 15130 Year 12 English Standard.	Contact Person: Mrs M Anthony
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.		Exclusions: English Advanced; English Studies; English EAL/D; English Extension
Course Description In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts. In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.		
Content Year 11 The course has two sections: <ul style="list-style-type: none">• Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.• Two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> in which students explore and examine texts and analyse aspects of meaning.		Year 12 The course has two sections: <ul style="list-style-type: none">• The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.• Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Course: English Standard continued**Course Requirements**

Across the English Standard Stage 6 Course students are required to study:

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

Year 11

Students are required to study:

- one complex multimodal or digital text in Module A (this may include the study of film)
- one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

Year 12

Students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the *Common module: Texts and Human Experiences*.

Course: <u>English Studies</u>	Course No: 30105 Year 11 English Studies 30115 Year 12 English Studies	Contact Person: Mrs M Anthony
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.		Exclusions: English Advanced; English Standard; English EAL/D; English Extension
Course Entry Guidelines This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training. Due to changes in the English Studies course, students considering choosing this course should be advised that: <ul style="list-style-type: none">• English Studies is a Stage 6 Board Developed Course (Category B) to be implemented with Year 11 from 2018• From the 2019 HSC, students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses• Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA• To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.		
Course Description In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes. In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.		

Course: English Studies continued	
<p>Content</p> <p>Year 11</p> <p>Students study the mandatory module, <i>Achieving through English: English in education, work and community</i> to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.</p> <p>Students study 2–4 additional syllabus modules (selected based on their needs and interests).</p> <p>Students may also study an optional teacher-developed module.</p>	<p>Year 12</p> <p>The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.</p> <p>Students study 2–4 additional syllabus modules (selected based on their needs and interests).</p> <p>Students may also study an optional teacher-developed module.</p>
<p>Course Requirements</p> <p>Across the English Studies Stage 6 Course students are required to study:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • texts with a wide range of cultural, social and gender perspectives. 	
<p>Year 11 and Year 12</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts including print and multimodal texts • study at least one substantial print text (for example a novel, biography or drama) • study at least one substantial multimodal text (for example film or a television series) • be involved in planning, research and presentation activities as part of one individual and/or collaborative project • develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year 	

Course: English Studies continued

- engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Year 12

In addition to the above requirements, students in Year 12 **only** are required to:

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

Courses: <u>Preliminary English Extension</u> HSC English Extension 1 HSC English Extension 2	Course No: 11150 Year 11 English Extension 15160 Year 12 English Extension 1 15170 Year 12 English Extension 2	Contact Person: Mrs M Anthony
1 unit for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.	Exclusions: English Standard; English Studies; English EAL/D.	
Prerequisites (a) English Advanced (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12 (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2		
Course Description In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.		
Content Year 11 The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project.	Year 12 English Extension 1 course – The course has one common module, <i>Literary Worlds</i> , with five associated electives. Students must complete one elective chosen from one of the five electives offered for study. The electives are <ul style="list-style-type: none">• Literary homelands• Worlds of upheaval• Reimagined worlds• Literary mindscapes• Intersecting worlds	

Course: Preliminary Extension English continued	
	English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.
<p>Course Requirements</p> <p>Across Stage 6 the selection of texts should give students experience of the following as appropriate:</p> <ul style="list-style-type: none"> • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts. 	
<p>Year 11</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • examine a key text from the past and its manifestations in one or more recent cultures • explore, analyse and critically evaluate different examples of such texts in a range of contexts and media • undertake a related research project. 	<p>Year 12</p> <p>In the English Extension 1 course students are required to study:</p> <ul style="list-style-type: none"> • at least three prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document) • at least TWO related texts. <p>In the English Extension 2 course students are required to:</p> <ul style="list-style-type: none"> • Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Course: Preliminary Extension English continued

- Students can choose to compose in ONE of the following forms:
 - short fiction
 - creative non-fiction
 - poetry
 - critical response
 - script – short film, television, drama
 - podcasts – drama, storytelling, speeches, performance poetry
 - multimedia.

Course: <u>Food Technology</u>	Course No: 15180	Contact Person: Mrs L Schmetzer
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>		
<p>Main Topic Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) 		<p>HSC Course</p> <ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%)
<p>Particular Course Requirements</p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>		

Course: <u>Geography</u>	Course No: 15190	Contact Person: Mr C Henderson
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>		
<p>Preliminary Course</p> <ul style="list-style-type: none"> • Biophysical Interactions – how biophysical processes contribute to sustainable management. • Global Challenges – geographical study of issues at a global scale. • Senior Geography Project – a geographical study of student's own choosing. 		<p>HSC Course</p> <ul style="list-style-type: none"> • Ecosystems at Risk – the functioning of ecosystems, their management and protection. • Urban Places – study of cities and urban dynamics. • People and Economic Activity – geographic study of economic activity in a local and global context.
<p>Key concepts incorporated across all topics</p> <p>change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>		
<p>Particular Course Requirements</p> <p>Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>		

Course: <u>Industrial Technology</u>	Course No: 15200	Contact Person: Mrs L Schmetzer
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses
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. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.		
Main Topics Covered Preliminary Course The following sections are taught in relation to the relevant focus area: <ul style="list-style-type: none">• Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)• Design – elements and principles, types of design, quality, influences affecting design (10%)• Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)• Production – display a range of skills through the construction of a number of projects (40%)		HSC Course The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry: <ul style="list-style-type: none">• Industry Study (15%)• Major Project (60%)• Design, Management and Communication• Production• Industry Related Manufacturing Technology (25%)

Course: Industrial Technology continued	
<ul style="list-style-type: none">• Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)	
<p>Particular Course Requirements</p> <p>In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content.</p> <p>Students also undertake the study of an individual business within a focus area industry.</p> <p>In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry</p>	

Course: <u>Information Processes and Technology</u>	Course No: 15210	Contact Person: Mrs L Schmetzer
2 units for each of Preliminary and HSC Board Developed Course	Exclusions:	
Course Description Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.		
Main Topics Covered Preliminary Course <ul style="list-style-type: none">• Introduction to Information Skills and Systems (20%)• Tools for Information Processes (50%)• Developing Information Systems (30%)	HSC Course <ul style="list-style-type: none">• Project Management (20%)• Information Systems and Databases (20%)• Communication Systems (20%)• Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.	
Particular Course Requirements There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.		

Course: <u>Investigating Science</u>	Course No: 11215 Year 11 Investigating Science 15215 Year 12 Investigating Science	Contact Person: Miss L Kenton
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.		Exclusions: Nil Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.
Course Description The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws. The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.		
Content Year 11 The Year 11 course consists of four modules. <ul style="list-style-type: none">• Module 1 Cause and Effect – Observing• Module 2 Cause and Effect – Inferences and Generalisations• Module 3 Scientific Models• Module 4 Theories and Laws		Year 12 The Year 12 course consists of four modules. <ul style="list-style-type: none">• Module 5 Scientific Investigations• Module 6 Technologies• Module 7 Fact or Fallacy?• Module 8 Science and Society

Course: Investigating Science continued**Course Requirements**

Students are provided with 30 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.

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.

Course: <u>Japanese Beginners</u>	Course No: 15820	Contact Person: Miss Ling
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Japanese Continuers; Japanese Extension; Japanese In Context; Japanese and Literature. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria .
<p>Course Description</p> <p>In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.</p>		
<p>Main Topics Covered</p> <ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations. 		

Course: <u>Japanese Continuers</u>	Course No: 15830	Contact Person: Miss Ling
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Japanese Beginners; Japanese in Context; Japanese and Literature. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to <u>Languages courses Eligibility Criteria</u> .
Prerequisites 200-400 hours study of the language or equivalent knowledge is assumed.		
Course Description The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students’ skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.		
Prescribed Themes The Individual		Mandatory Topics <ul style="list-style-type: none">• Personal world• Daily life• Leisure• Future plans
The Japanese-speaking communities		<ul style="list-style-type: none">• Travelling in Japan• Living in Japan• Cultural life
The changing world		<ul style="list-style-type: none">• The world of work• Cultural issues

Course: <u>Legal Studies</u>	Course No: 15220	Contact Person: Mr C Henderson
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>		
<p>Preliminary Course</p> <p>Part I – The Legal System (40% of course time)</p> <p>Part II – The Individual and the Law (30% of course time)</p> <p>Part III – The Law in Practice (30% of course time)</p> <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p>		<p>HSC Course</p> <p>Core Part I: Crime (30% of course time)</p> <p>Core Part II: Human Rights (20% of course time)</p> <p>Part III: Two options (50% of course time)</p> <p>Two options are chosen from:</p> <ul style="list-style-type: none"> • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter • Workplace • World order. <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>

Course: <u>Mathematics Advanced</u>	Course No: 11255 Year 11 Mathematics Advanced 15255 Year 12 Mathematics Advanced.	Contact Person: Mr D Bush
2 units Year 11 (Preliminary) Board Developed Course. 2 units Year 12 (HSC) Board Developed Course.	Exclusions: Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.	
Prerequisites The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: <ul style="list-style-type: none">• Algebraic techniques• Surds and indices• Equations• Linear relationships• Trigonometry and Pythagoras’ theorem• Single variable data analysis and at least some of the content from the following substrands of Stage 5.3: <ul style="list-style-type: none">• Non-linear relationships• Properties of Geometrical Shapes.		
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 Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. All students studying the Mathematics Advanced course will sit for an HSC examination. The study of Mathematics Advanced in Stage 6: <ul style="list-style-type: none">• enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely		

Course: Mathematics Advanced continued

- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions.

The Topics and Subtopics are:

Year 11

Topic: Functions

- Working with Functions

Topic: Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

Topic: Calculus

- Introduction to Differentiation

Topic: Exponential and Logarithmic Functions

- Logarithms and Exponentials

Topic: Statistical Analysis

- Probability and Discrete Probability Distributions

Year 12

Topic: Functions

- Graphing Techniques

Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

Topic: Calculus


- Differential Calculus
- The Second Derivative
- Integral Calculus

Topic: Financial Mathematics

- Modelling Financial Situations

Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

Course: <u>Mathematics Standard 2</u>	Course No: 11236 Year 11 Mathematics Standard 15236 Year 12 Mathematics Standard 2.	Contact Person: Mr D Bush
2 units Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.		Exclusions: Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course. Students who have followed the Mathematics Standard  pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.
Prerequisites The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: <ul style="list-style-type: none">• Area and surface area• Financial mathematics• Linear relationships• Non-linear relationships• Right-angled triangles (Trigonometry)• Single variable data analysis• Volume• some content from Equations• some content from Probability.		
Course Description The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).		

Course: Mathematics Standard 2 continued

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

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

The study of Mathematics Standard 2 in Stage 6:

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

The Mathematics Standard Year 11 course comprises of four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Year 11

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

Topic: Financial Mathematics

- Investments and Loans
- Annuities

Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Topic: Networks

- Network Concepts
- Critical Path Analysis

Course: <u>Mathematics Standard 1</u>	Course No: 11236 Year 11 Mathematics Standard 30125 Year 12 Mathematics Standard 1.	Contact Person: Mr D Bush
2 units Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.		Exclusions: Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.
Prerequisites The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: <ul style="list-style-type: none">• Area and surface area• Financial mathematics• Linear relationships• Non-linear relationships• Right-angled triangles (Trigonometry)• Single variable data analysis• Volume• some content from Equations• some content from Probability.		
Course Description The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A). Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol \diamond . Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.		

Course: Mathematics Standard 1 continued

To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.

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

The study of Mathematics Standard 1 in Stage 6:

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

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Year 11

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Right-angled Triangles
- Rates
- Scale Drawings

Topic: Financial Mathematics

- Investment
- Depreciation and Loans

Topic: Statistical Analysis

- Further Statistical Analysis

Topic: Networks

- Networks and Paths

Course: <u>Mathematics Extension 1</u>	Course No: 11250 Year 11 Mathematics Extension 15250 Year 12 Mathematics Extension 1.	Contact Person: Mr D Bush
1 unit Year 11 (Preliminary) Board Developed Course. 1 unit Year 12 (HSC) Board Developed Course.		Exclusions: Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.
Prerequisites The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: <ul style="list-style-type: none">• Polynomials• Logarithms• Functions and Other Graphs• Circle Geometry.		
Course Description The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course. All students studying the Mathematics Extension 1 course will sit for an HSC examination. The study of Mathematics Extension 1 in Stage 6: <ul style="list-style-type: none">• enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely• provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively• provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality		

Course: Mathematics Extension 1 continued

- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Year 11

Topic: Functions

- Further Work with Functions
- Polynomials

Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Topic: Calculus

- Rates of Change

Topic: Combinatorics

- Working with Combinatorics

Year 12

Topic: Proof

- Proof by Mathematical Induction

Topic: Vectors

- Introduction to Vectors

Topic: Trigonometric Functions

- Trigonometric Equations

Topic: Calculus

- Further Calculus Skills
- Applications of Calculus

Topic: Statistical Analysis

- The Binomial Distribution

Course: <u>Mathematics Extension 2</u>	Course No: 15260 Year 12 Mathematics Extension 2	Contact Person: Mr D Bush
1 unit Year 12 (HSC) Board Developed Course	Exclusions: Students may not study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.	
Prerequisites The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.		
Course Description The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum. All students studying the Mathematics Extension 2 course will sit for an HSC examination. The study of Mathematics Extension 2 in Stage 6: <ul style="list-style-type: none">• enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely• provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration• provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts• provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level• provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.		

Course: Mathematics Extension 2 continued

The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics.

The Topics and Subtopics are:

Year 12

Topic: Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

Topic: Vectors

- Further Work with Vectors

Topic: Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

Topic: Calculus

- Further Integration

Topic: Mechanics

- Applications of Calculus to Mechanics

Course: <u>Modern History</u>	Course No: 11270 Year 11 Modern History 15270 Year 12 Modern History.	Contact Person: Mr C Henderson
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.		Exclusions: Nil
Course Description The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world. The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.		
Content Year 11 The Year 11 course comprises three sections. <ul style="list-style-type: none">Investigating Modern History (60 indicative hours including ‘The Nature of Modern History’ and ‘Case Studies’)<ul style="list-style-type: none">Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies.Historical Investigation (20 indicative hours)The Shaping of the Modern World (40 indicative hours)<ul style="list-style-type: none">At least one study from ‘The Shaping of the Modern World’ is to be undertaken. Historical concepts and skills are integrated with the studies undertaken in Year 11.		Year 12 The Year 12 course comprises four sections. <ul style="list-style-type: none">Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)One ‘National Studies’ topic (30 indicative hours)One ‘Peace and Conflict’ topic (30 indicative hours)One ‘Change in the Modern World’ topic (30 indicative hours) Historical concepts and skills are integrated with the studies undertaken in Year 12.

Course: Modern History continued**Course requirements****Year 11**

In the Year 11 course, students undertake at least two case studies.

One case study must be from Europe, North America or Australia, and

One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

Year 12

Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.

Course: <u>Music 1</u>	Course No: 11280 Preliminary Course 15290 HSC Course	Contact Person: Mrs M Anthony
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Music 2 and Music Extension; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
Prerequisites Music mandatory course (Year 7 and 8). Elective Music Years 9 and 10 or a serious interest in Music an advantage.		
Course Description Preliminary Course 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. Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres. While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.		HSC Course 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. Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres. In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.
Particular 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.		

Course: <u>Personal Development,</u> <u>Health and Physical</u> <u>Education</u>	Course No: 15320	Course Contact: Miss L Kenton
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil
Course Description The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices. In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.		
Preliminary Course Core Topics (60%) <ul style="list-style-type: none">• Better Health for Individuals• The Body in Motion Optional Component (40%) Students select two of the following options: <ul style="list-style-type: none">• First Aid• Composition and Performance• Fitness Choices• Outdoor Recreation		HSC Course Core Topics (60%) <ul style="list-style-type: none">• Health Priorities in Australia• Factors Affecting Performance Optional Component (40%) Students select two of the following options: <ul style="list-style-type: none">• The Health of Young People• Sport and Physical Activity in Australian Society• Sports Medicine• Improving Performance• Equity and Health
Particular Course Requirements: In addition to core studies, students select two options in each of the Preliminary and HSC courses.		

Course: <u>Physics</u>	Course No: 11310 Year 11 Physics 15330 Year 12 Physics.	Contact Person: Miss L Kenton
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.	Exclusions: Nil	
Course Description The Year 11 course develops student’s 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 they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.		
Content Year 11 The Year 11 course consists of four modules. Module 1 Kinematics Module 2 Dynamics Module 3 Waves and Thermodynamics Module 4 Electricity and Magnetism	Year 12 The Year 12 course consists of four modules. Module 5 Advanced Mechanics Module 6 Electromagnetism Module 7 The Nature of Light Module 8 From the Universe to the Atom	
Course Requirements 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. 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.		

Course: <u>Textiles and Design</u>	Course No: 15390	Contact Person: Mrs L Schmetzer
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Fashion and Textiles TVET CEC 43480, Fashion Design and Technology TVET CEC 41016
Course Description The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use. The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.		
Main Topics Covered Preliminary Course <ul style="list-style-type: none">• Design (40%)• Properties and Performance of Textiles (50%)• The Australian Textiles, Clothing, Footwear and Allied Industries (10%).		HSC Course <ul style="list-style-type: none">• Design (20%)• Properties and Performance of Textiles (20%)• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)• Major Textiles Project (50%).
Particular Course Requirements In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.		

Course: Textiles and Design continued

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

Course: <u>Visual Arts</u>	Course No: 11380 Preliminary Course 15400 HSC Course	Contact Person: Mrs M Anthony
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
<p>Preliminary Course</p> <p>Visual Arts involves students in artmaking, 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.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.</p> <p>Preliminary Course learning opportunities focus on:</p> <ul style="list-style-type: none"> • the nature of practice in artmaking, art criticism and art history through different investigations • the role and function of artists, artworks, the world and audiences in the artworld • the different ways the visual arts may be interpreted and how students might develop their own informed points of view • how students may develop meaning and focus and interest in their work • building understandings over time through various investigations and working in different forms. <p>While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.</p>	<p>HSC Course</p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>HSC Course learning opportunities focus on:</p> <ul style="list-style-type: none"> • how students may develop their practice in artmaking, art criticism, and art history • how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations • how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations • how students may further develop meaning and focus in their work. 	
<p>Particular Course Requirements</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> • Artworks in at least two expressive forms and use of a process diary 	<p>HSC Course:</p> <ul style="list-style-type: none"> • development of a body of work and use of a process diary • criticism and art history. 	

Course: Visual Arts continued	
<ul style="list-style-type: none">• a broad investigation of ideas in art making, art criticism and art history.	<ul style="list-style-type: none">• deeper and more complex investigations in art making, art• a minimum of five Case Studies (4–10 hours each)

Course: <u>Sport, Lifestyle and Recreation</u>	Contact Person: Miss L Kenton
Content Endorsed Course	Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.
<p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.</p> <p>This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> • knowledge and understanding of the factors that influence health and participation in physical activity • knowledge and understanding of the principles that impact on quality of performance • an ability to analyse and implement strategies to promote health, activity and enhanced performance • a capacity to influence the participation and performance of self and others. 	
<p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> • Aquatics • Athletics • First Aid • Fitness • Specific Sports • Gymnastics • Outdoor Recreation • Sports Administration • Coaching • Social Perspectives of Sport • Healthy Lifestyle. 	

Course: Work Studies	Contact Person: Mrs L Schmetzer
Content Endorsed Course	Exclusions: Nil
<p>Structure of the course</p> <p>The <i>Work Studies CEC</i> syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.</p> <p>The Work Studies CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.</p> <p>Core – My Working Life</p> <p>Modules – There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.</p>	
<p>Nature of the course</p> <p>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.</p> <p>The <i>Work Studies CEC</i> syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the <i>Work Studies</i> syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.</p>	
<p>The Work Studies course will assist students to:</p> <ul style="list-style-type: none"> • recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities • develop an understanding of the changing nature of work and the implications for individuals and society • undertake work placement to allow for the development of specific job-related skills • acquire general work-related knowledge, skills and attitudes, transferable across different occupations • develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace. 	

Certificate II in Construction Pathways

Contact Person:
Mrs L Schmetzer



Wagga Wagga RTO 90333

CERTIFICATE II IN CONSTRUCTION PATHWAYS – CPC20211

<p>Course: Construction (240 indicative hours) 4 Preliminary and/or HSC units in total Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR) Students must complete a minimum of 70 hours of work placement to meet HSC requirements.</p>	
<p>Course Description This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler. This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction</p>	
<p>Core Units of Competency CPCCCM1012A Work effectively & sustainably in the construction industry CPCCCM1013A Plan and organise work CPCCCM1014A Conduct workplace communication CPCCCM1015A Carry out measurements and calculations CPCCCM2001A Read and interpret plans and specifications CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry</p>	<p>Elective Units of Competency Elective units may include: CPCCCA2002B Use carpentry tools and equipment CPCCCA2011A Handle carpentry materials CPCCCM2004A Handle construction materials CPCCCM2006B Apply basic levelling procedures CPCCJN2001A Assemble components CPCCJN2002B Prepare for off-site manufacturing process CPCCBL2001A Handle and prepare bricklaying & blocklaying materials CPCCBL2002A Use bricklaying and blocklaying tools and equipment CPCCCA2003A Erect and dismantle form work for footings and slabs on ground CPCCCO2013A Carry out concreting to simple forms</p>

Course: Certificate II in Construction Pathways continued

This course contains three additional units above the qualification to meet NESA HSC requirements. CPCCOHS1001A Work safely in the construction industry, CPCCCM2005B Use construction tools and equipment, CPCCO2021A Handle concreting materials.

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Construction Pathways CPC20211**. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Construction Pathways CPC20211.

Foundation Skills- describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

NB This qualification may change as a result of training package reviews

Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

N-Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer

Resources costs: Preliminary \$15 HSC \$25

Refund Arrangements: on a pro – rata basis

Discuss payment options with your trainer

Delivery Arrangements: 2 units per year.

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

For more information on possible outcomes please visit the NESA website

Certificate II in Hospitality (LHS)**Contact Person:
Mrs L Schmetzer**Education
Public Schools

Wagga Wagga RTO 90333

CERTIFICATE II IN HOSPITALITY – SIT20316**Course: Hospitality (240 indicative hours)**

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.

This qualification provides a pathway to work in various hospitality settings – restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.

Core Units of Competency

BSBWOR203 Work effectively with others

SITHIND002 Source & use information on the hospitality industry

SITHIND003 Use hospitality skills effectively (holistic Unit)

SITXCOM002 Show social and cultural sensitivity

SITXCCS003 Interact with customers

SITXWHS001 Participate in safe work practices

Elective Units of Competency

SITXFSA001 Use hygienic practices for food safety

SITHFAB004 Prepare and serve non-alcoholic beverages

SITHFAB005 Prepare and serve espresso coffee

SITHFAB007 Serve food and beverage

SITHCCC001 Use food preparation equipment

SITXFSA002 Participate in safe food handling practices

BSBSUS201 Participate in environmentally sustainable work practices

BSBCMM201 Communicate in the Workplace

This course contains 2 additional units above the qualification to meet New South Wales Education Standards Authority (NESA) requirements.

Course: Certificate II in Hospitality continued

Qualifications:

Students who are assessed as competent in the above units of competency will be eligible for SIT20316 Certificate II in Hospitality. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards SIT20316 Certificate II in Hospitality. Portfolios of evidence are required in some units of this course.

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from

<http://training.gov.au/>

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$50 per term. Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Timetabled periods.

Exclusions : Nil however students may not undertake the same unit of competency in more than one VET course

A school-based traineeship is available in this course, for more information:

<http://www.sbatinnsw.info/>

For more information on possible outcomes please visit the NESA website:

<http://www.boardofstudies.nsw.edu.au>

Certificate II in Kitchen Operations (LHS)

Contact Person: Mrs L Schmetzer



Education
Public Schools

Wagga Wagga RTO 90333

CERTIFICATE II IN KITCHEN OPERATIONS – SIT20416

Course: **Hospitality (240 indicative hours)**

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks.

This qualification provides a pathway a for commercial cooks into Cert III in Commercial Cookery.

Job roles: provides a pathway to work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops & institutions such as aged care, hospitals, prisons, schools.

Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

Core Units of Competency

BSBWOR203 Work effectively with others
SITHCCC101 Use food preparation equipment

SITHCCC201 Produce dishes using basic methods of cookery

SITHCCC207 Use cookery skills effectively

SITHKOP101 Clean kitchen premises and equipment

SITXFSA101 Use hygienic practices for food safety

SITXINV202 Maintain the quality of perishable items

SITXWHS101 Participate in safe work practices

Elective Units of Competency

SITHIND201 Source & use information on the hospitality industry

SITXFSA201 Participate in safe food handling practices

SITHCCC102 Prepare simple dishes

SITHCCC202 Produce appetisers and salads

SITHCCC204 Produce vegetable fruit egg & farinaceous dishes

Certificate II in Kitchen Operations Continued

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

Qualifications:

Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Kitchen Operations (SIT20312)**. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Kitchen Operations (SIT20312).

The current Certificate II in Kitchen Operations Curriculum Framework is under review. The current Certificate II in Kitchen Operations (SIT20312) is being superseded by Certificate II in Kitchen Operations (SIT20416) and as a result some core and elective units of competency may change.

Foundation skills- describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

NB This qualification may change as a result of training package reviews

Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$50

Refund Arrangements: on a pro – rata basis

Discuss payment options with your trainer

Delivery Arrangements: 2 units per year. Classes on the timetable.

A school-based traineeship is available in this course, for more information:

<http://www.sbatinnsw.info/>

For more information on possible outcomes please visit the NESA website:

**CERTIFICATE II IN AGRICULTURE – AHC20116**

Course: **Primary Industries (240 indicative hours)**

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours work placement to meet HSC requirements

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides an entry level occupational outcome in agriculture. Students will be able to gain skills and knowledge in a range of activities and functions in the production and care of livestock and/or plants, safety, maintaining and using equipment such as tractors, chemical use, interpreting weather and sustainability. Skills gained in this industry transfer to other industries. Job roles and titles vary across different industry sectors. Possible occupations in this industry include farm or station hand/labourer, shearer, livestock breeder/attendant/ stockperson, horticultural assistant and farmer/farm manager

Core Units of Competency

AHCWHS201 Participate in WHS processes

AHCWRK209 Participate in environmentally sustainable work practices

AHCWRK204 Work effectively in the industry

Elective Units of Competency

AHCWRK201 Observe and report on weather

AHCCHM201 Apply chemicals under supervision AHCPMG201 Treat weeds

ACHWRK205 Participate in workplace communications

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

OR

AHCPMG202 Treat plant pests, diseases and disorders

AHCNSY202 Care for nursery plants

AHCPCM201 Recognise plants

Certificate II in Agriculture Continued

HSC Examinable Units

AHCWHS201 Participate in WHS processes
 AHCWRK209 Participate in environmentally sustainable work practices
 AHCWRK204 Work effectively in the industry
 AHCWRK201 Observe and report on weather
 AHCCHM201 Apply chemicals under supervision
 AHCLSK202 Care for health and welfare of livestock
 Or
 AHCPMG202 Treat plant pests, diseases and disorders

Optional

AHCMOM202 Operate tractors
 AHCMOM304 Operate machinery and equipment
 AHC BIO201 Inspect and clean machinery for plant, animal and soil
 AHCLSK211 Provide feed for livestock
 AHCLSK209 Monitor water supplies
 AHCINF202 Install and repair farm fencing
 AHCINF201 Carry out basic electric fencing operations
 AHCNSY201 Pot up plants
 AHCSOL202 Assist with soil growing media sampling and testing
 AHCNSY203 Undertake propagation activities

Students may apply for Recognition of Prior Learning or be granted credit transfer provided applications & suitable evidence is submitted to the RTO.

Trainers must deliver and assess Cluster 1, 2, 3, 4, at least one of Cluster 5 and 6 and then select optional clusters to total 18 units. Remove the clusters you do not deliver. Clusters selection must satisfy the qualification requirements.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a Certificate II in Agriculture AHC20116. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Agriculture AHC20116

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

NB: This qualification may change as a result of training package reviews

Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

N-Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

Course: Certificate II in Agriculture Continued

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs:

Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Timetabled classes

A school-based traineeship is available in this course, for more information:

<http://www.sbatinnsw.info/>

For more information on possible outcomes please visit the NESA website.

BUSINESS SERVICES		Contact Person: Mrs L Schmetzer
<p>The Business Services industry provides clerical, administrative and personal assistant support to commerce, industry, government and the professionals. Students undertaking this course will gain skills and knowledge for entry level employment in a range of roles including receptionist or office assistant. You will learn how to respond to customer enquiries, organise workplace information, working in a team environment and how to use a range of Microsoft software applications to create documents, presentations and desktop publishing.</p>		
<p>Successful completion of this course will provide you with employment opportunities in clerical and administrative positions. It will also provide you with advanced standing in higher qualification courses such as Certificate III in Business or Business Administration. Specialisation towards Certificate III is available. Units achieved can articulate into other Business Department courses such as Retail or Finance where you can broaden your skills and knowledge to work towards Diploma courses in Management. Successful completion of Diploma and Advanced Diploma study in Accounting, Human Resources or Management at Riverina Institute will provide your pathway towards a Bachelor of Management or Bachelor of Commerce course. In some cases you can obtain guaranteed entry and first year credit with our partner Universities.</p>		
Delivery Offering	Online with weekly Adobe Connect sessions	
How will student be assessed?	Written tests, a centrally set exam, project work and practical tasks	
Possible Credentials	BSB20115 Certificate II in Business	
HSC Unit Value	2 Units or 4 Units	
Eligibility	Year 12 or 11	
NESA Course No	26100/26101	
Contribute to ATAR	Yes – if optional exam is completed with 240 hour course	
Work Placement	Mandatory – 35 hours per 2 HSC units	
School Based Traineeship available	Yes	

RETAIL SERVICES		Contact Person: Mrs L Schmetzer
<p>This course will provide students with a practical understanding of the retail industry by gaining a range of skills required in a retail business. Students will participate in hands-on activities including operating retail equipment such as cash registers, scanners, computers and telephones. They will be engaging with customers, managing personal presentation, gaining selling skills, undertaking financial transactions, managing stock control and designing and creating retail displays - all within a team environment. Should you be interested in a retail industry career, aspiring to manage your own business or looking at an Executive level career in the industry, this course will provide you with that pathway.</p>		
<p>Successful completion of this course will provide you with employment opportunities in retail sales, merchandising or customer service positions. It will also provide you with advanced standing in higher qualification courses such as Certificate III in Retail. Units achieved can articulate into other Business Department courses such as Business Administration or Finance where you can broaden your skills and knowledge to work towards Diploma courses in Management. Diploma of Management and Advanced Diploma of Management courses successfully completed at Riverina Institute will provide your pathway towards a Bachelor of Management course. In some instances you may receive guaranteed entry and first year credit with our partner Universities.</p>		
Delivery Offering	Online with weekly Adobe Connect sessions	
How will student be assessed?	Written tests, a centrally set exam, project work and practical tasks	
Possible Credentials	SIR30216 Certificate III in Retail Services	
HSC Unit Value	2 Units or 4 Units	
Eligibility	Year 12 or 11	
NESA Course No	26910/26911	
Contribute to ATAR	Yes – if optional exam is completed with 240 hour course	
Work Placement	Mandatory – 35 hours per 2 HSC units	
School Based Traineeship available	Yes	

FINANCIAL SERVICES		Contact Person: Mrs L Schmetzer
<p>Skills and knowledge gained in the Accounts Administration course reflect the job roles for entry level employment in the financial industry including banking, finance or accounting. You will learn to process and check financial transactions, extract relevant reports, use applicable technology and terminology, process purchases and sales calculations, assist with entry of accounts payable/receivable, ledgers and payroll in addition to understanding the fundamentals of the financial industry to meet business management and legislative requirements.</p>		
<p>Successful completion of this course will provide you with employment opportunities in various entry level positions in the financial sector including banking, finance or accounting environments. Unit credit can be used to study higher qualifications such as Certificate IV Accounting and Diploma Accounting. At Riverina Institute, completion of a Diploma Accounting will provide first year credits towards a Bachelor of Commerce Degree.</p>		
Delivery Offering	Albury, Griffith and Wagga Wagga	
How will student be assessed?	Written tests, a centrally set exam, project work and practical tasks	
Possible Credentials	Statement of Attainment towards FNS30315 Certificate III in Accounts Administration	
HSC Unit Value	2 Units	
Eligibility	Year 11 or 12	
NESA Course No	27200	
Contribute to ATAR	No	
Work Placement	Mandatory – 35 hours per 2 HSC units	
School Based Traineeship available	Yes	

INFORMATION & DIGITAL TECHNOLOGY – Networking & Hardware Stream		Contact Person: Mrs L Schmetzer
Information Technology is a growth industry and there are many opportunities available in a range of disciplines. This course will provide you with a range of skills and knowledge in the Networking and Hardware stream including installing and configuring a small office home office network, configuring and administering network operating systems, providing network systems administration, identifying and resolving network problems and performing standard diagnostic tests.		
Successful completion of this course will articulate into higher qualifications for Certificate IV to Advanced Diploma level. Riverina Institute has an integrated Diploma/Degree program through Charles Sturt University. This program allows students to study at TAFE and CSU at the same time in order to receive a dual qualification and all the benefits of a degree combined with the hands-on experience of TAFE training. Careers in this IT discipline include IT Support, IT Security, Systems in IT and Networking Administration.		
Delivery Offering	Albury, Griffith and Wagga Wagga	
How will student be assessed?	Written tests, a centrally set exam, project work and practical tasks	
Possible Credentials	ICT30115 Statement of Attainment towards Certificate III Information Digital Media and Technology	
HSC Unit Value	2 Units or 4 Units	
Eligibility	Year 12 or 11	
NESA Course No	27300/27301	
Contribute to ATAR	Yes – if optional exam is completed with 240 hour course	
Work Placement	Mandatory – 35 hours per 2 HSC units	
School Based Traineeship available	Yes	

HUMAN SERVICES – INDIVIDUAL SUPPORT (AGEING)		Contact Person: Mrs L Schmetzer
<p>Are you looking for a career in a specialised area of nursing? Our Aged Care course is for those students who have a desire to nurse those that cannot look after themselves and who require care and attention of a professional standard either in an aged care residential or community based care setting. You will achieve a full Certificate III qualification working in a simulated care setting whilst you learn about personal care of the aged, activities of daily living and carrying out activities related to an individualised plan of care. You will learn about healthy body systems, medical terminology, infection control, responding to behaviours, assisting clients with medication, supporting a client's emotional wellbeing, working in a safe workplace, all whilst working as part of a team.</p>		
<p>Successful completion of this course will gain you the full Certificate III qualification which means you can obtain employment in an aged care facility immediately you finish school! The course is a pathway to further qualifications in Certificate IV Aged Care or to Certificate IV or Diploma qualifications in Leisure and Health which involves the design, implementation and evaluation of activities programs for the aged. There's never been a better time to choose a career in aged care as this has been identified as an area of high demand for graduates and for those who are still studying. Remember, a career in the Health sector is portable, enabling employment opportunities both within Australia and overseas.</p>		
Delivery Offering	Albury, Tumut and Young as face to face class Coomealla, Corowa, Deniliquin, Finley, Hay, Lake Cargelligo, Leeton, Narrandera, Temora and West Wyalong via connected classroom	
How will student be assessed?	Written tests, project work and practical tasks	
Possible Credentials	CHC33015 Certificate III in Individual Support (Ageing)	
HSC Unit Value	6 Units	
Eligibility	Year 11	
NESA Course No	27101 + 27109	
Contribute to ATAR	Yes – if optional exam is completed after completion of the 240 hour course	
Work Placement	Mandatory - 120 hours. Students must be 16 years of age, be immunised against infectious diseases and undergo a criminal record check	
School Based Traineeship available	Yes	

HUMAN SERVICES - HEALTH SERVICES ASSISTANCE (Assistant in nursing work in acute care)		Contact Person: Mrs L Schmetzer
<p>Are you looking for a career in Nursing? This course will provide you with the relevant skills and knowledge to specialise as an Assistant in Nursing in a hospital environment. You will be performing practical tasks in assisting nurses to monitor a patient's condition such as taking temperatures, blood pressure and respiration rates in a setting which simulates the acute care environment. You will learn about healthy body systems, medical terminology, infection control, responding to behaviours, working in a safe workplace, attending to patients all whilst working as part of a team.</p>		
<p>Successful completion of this course will gain you the full Certificate III qualification which means you can obtain employment immediately you finish school! The course can also be used as a pathway to the Diploma in Nursing qualification which following registration requirements will allow you to gain employment in public and private hospitals, aged care facilities, home and community, mental health, doctors surgeries and many other settings. From here an Advanced Diploma of Nursing will allow you to specialise in a range of health disciplines including Palliative Care, Paediatrics or Mental Health. There's never been a better time to choose a career in health as Australia is currently experiencing high growth in employment for graduates and for those who are still studying. A career in the Health sector is portable, enabling employment opportunities both within Australia and overseas.</p>		
Delivery Offering	Griffith, Wagga Wagga and Young	
How will student be assessed?	Written tests, project work and practical tasks	
Possible Credentials	HLT33115 Certificate III in Health Services Assistance	
HSC Unit Value	5 Units (2 Units x 2 Year + 1 Units x 1 Year – 300 hour course)	
Eligibility	Year 11	
NESA Course No	27101 + 27113	
Contribute to ATAR	Yes – if optional exam is completed after completion of the 240 hour course	
Work Placement	Mandatory - 80 hours in an acute care setting. Students must be 16 years of age, be immunised against infectious diseases and undergo a criminal record check	
School Based Traineeship available	Yes	

AUTOMOTIVE VOCATIONAL PREPARATION – Mechanical Technology		Contact Person: Mrs L Schmetzer
<p>This course will provide you with the relevant vocational skills required for employment and further training in the automotive industry. You will be performing practical tasks in an automotive workshop environment including minor servicing and preparatory work covering basic functions and operations of major systems and components including engines, petrol and diesel fuel, electrical, suspension and steering, exhaust, transmission and drivelines. Successfully completing this course will ensure you have the knowledge and skills to follow a career in a range of automotive disciplines. Students can also undertake this course with a motorcycle focus.</p>		
<p>The Certificate II course will provide a pathway to higher qualification courses and apprenticeships with the Light Vehicle or Heavy Vehicle disciplines. Light Vehicle courses involve mechanical work in the automotive light vehicle service and repair industry in a range of Certificate III qualifications including Light Vehicle Mechanical Technology, Automotive Body Repair, Automotive Refinishing, Automotive Electrical Technology or Motorcycle Mechanical Technology. Our Heavy Vehicle courses are for mechanical work in the automotive heavy vehicle service and repair sector. These are the courses to take for entry into the mining, construction and agricultural sectors and include Certificate III level in Heavy Commercial Vehicle Mechanical Technology or Agricultural Mechanical Technology.</p>		
Delivery Offering	Albury, Coomealla, Cootamundra, Deniliquin, Griffith, Temora, Tumut, Wagga Wagga and Young	
How will student be assessed?	Written tests, a centrally set exam, project work and practical tasks	
Possible Credentials	AUR20716 Certificate II in Automotive Vocational Preparation	
HSC Unit Value	2 Units or 4 Units	
Eligibility	Year 12 or 11	
NESA Course No	TBC	
Contribute to ATAR	Yes – if optional exam is completed with 240 hour course	
Work Placement	Mandatory – 35 hours per 2 HSC units	
School Based Traineeship available	Yes	
School Based Apprenticeship available	Yes	

ELECTROTECHNOLOGY (Career Start)		Contact Person: Mrs L Schmetzer
<p>This course will provide you with a range of skills and knowledge that will prepare you for a career in any electrotechnology discipline. You will learn how to identify and use a range of components, accessories, materials, tools, equipment and technologies used in this industry. Working with electrotechnology involves design, installation, servicing and repair and maintenance of electrical and electronic equipment for industrial, commercial and domestic purposes, such as light and power, computer systems, wireless technology, network management and solar energy equipment. It also includes communication systems, distribution and transmission of power, electrical generations, lift, refrigeration and air-conditioning engineering. Now, choose your discipline!</p>		
<p>Successful completion of the Certificate II level course will provide you with a pathway to a range of courses within the electrotechnology disciplines. Certificate III Electrotechnology Electrician will spark a lucrative career as an Electrician technician. There is high demand and growth in this area and those who hold this qualification are currently among the highest paid tradespeople in Australia. A Certificate III in Electronics and Communications will see you seeking employment as an electronic equipment tradesperson or an electronics and communications trade worker. Alternatively use the course as a pathway to the Diploma in Electrical Engineering. The Diploma course, when successfully completed with Riverina Institute, will give you unit credit for your first in a Degree course in Electronics Engineering or Bachelor of Mechanical Engineering and can provide you with guaranteed entry into our partner University program!</p>		
Delivery Offering	Albury, Leeton, Wagga Wagga and Young	
How will student be assessed?	Written tests, a centrally set exam, project work and practical tasks	
Possible Credentials	UEE22011 Certificate II in Electrotechnology	
HSC Unit Value	2 Units or 4 Units	
Eligibility	Year 12 or 11	
NESA Course No	TBC	
Contribute to ATAR	Yes – if optional exam is completed with 240 hour course	
Work Placement	Mandatory – 35 hours per 2 HSC units	
School Based Traineeship available	Yes	
School Based Apprenticeship available	Yes	

ELECTROTECHNOLOGY - MECHATRONICS		Contact Person: Mrs L Schmetzer
Interested in robotics? The focus of this Cert II course is the new and exciting field of Mechatronics. Mechatronics is a combining of mechanical and electronics as it applies to the design of robotics and industrial automation. Mechatronics now plays a significant role in the automotive industry (all cars are now 50/50 mechanical and electronic) and is the basis of all modern industrial manufacturing from pharmaceuticals to components for space exploration.		
Successful completion of this course will provide you with a pathway to Diploma of Engineering Technical. The Diploma course will provide you with unit credit to a Bachelor of Engineering Mechatronics and in some cases guaranteed entry to the Degree program with our partner universities.		
Delivery Offering	Blended consisting of online, web conferencing and mandatory workshops each term at Wagga Wagga	
How will student be assessed?	Written tests, a centrally set exam, project work and practical tasks	
Possible Credentials	UEE22011 Certificate II in Electrotechnology	
HSC Unit Value	2 Units or 4 Units	
Eligibility	Year 12 or 11	
NESA Course No	TBC	
Contribute to ATAR	Yes – if optional exam is completed with 240 hour course	
Work Placement	Mandatory – 35 hours per 2 HSC units	

CONSTRUCTION PATHWAYS		Contact Person: Mrs L Schmetzer
<p>Students undertaking this course will gain skills and knowledge suitable for employment in a range of disciplines within the building and construction industry. You will be performing practical tasks in a workshop environment using a range of carpentry tools and equipment to learn your trade. To do this you will also learn how to carry out measurements and calculations, to read and interpret plans and specifications and industry safety all whilst working as part of a trade team. Now choose your preferred trade!</p>		
<p>Successfully completing this course will allow learners to articulate into any general construction course which contain comparable competencies including Certificate III in Carpentry, Concreting, Bricklaying (Blocklaying), Cabinet Making or Carpentry and Joinery. Career opportunities include carpenter, plasterer, bricklayer, concreter, painter and decorator from trade level to beyond. This course will also assist in gaining an apprenticeship in any of the trade disciplines.</p>		
Delivery Offering	<p>Albury, Griffith and Wagga Wagga</p> <p>BLOCK delivery also available at Albury of 6 x 1 week delivery periods in school holiday periods over two years</p>	
How will student be assessed?	<p>Written tests, a centrally set exam, project work and practical tasks</p>	
Possible Credentials	<p>CPC20211 Certificate II in Construction Pathways</p>	
HSC Unit Value	<p>2 Units or 4 Units</p>	
Eligibility	<p>Year 12 or 11</p>	
NESA Course No	<p>TBC</p>	
Contribute to ATAR	<p>Yes – if optional exam is completed with 240 hour course</p>	
Work Placement	<p>Mandatory – 35 hours per 2 HSC units</p>	
School Based Traineeship available	<p>Yes</p>	

PRIMARY INDUSTRIES – AGRICULTURE SPECIALISATION		Contact Person: Mrs L Schmetzer
This specialisation study is for students who have completed the 240 hour course Certificate II in Agriculture and are wishing to further develop their technical skills and knowledge towards a Certificate III qualification.		
Successful completion of this specialisation will provide a pathway and advanced standing into Certificate III qualification within the Agriculture, Horticulture and Conservation and Land Management Training Package. Students can continue their studies in this industry with RI ranging from Certificate IV level through to Advanced Diploma level in course areas such as agriculture, irrigation, agribusiness, veterinary nursing and wool classing to name a few. Skills and knowledge gained will assist you in obtaining employment both in Australia and globally in positions both on the land and in associated industries.		
Delivery Offering	Delivery location will be negotiated with individual schools	
How will student be assessed?	Written tests, a centrally set exam, project work and practical tasks	
Possible Credentials	Transcript of units of competency achieved	
HSC Unit Value	1 Units (1 Unit x 1 Year - 60 hour course)	
Eligibility	Year 12	
NESA Course No	26803	
Contribute to ATAR	No	
Work Placement	No	

PRIMARY INDUSTRIES – AGRICULTURE Certificate III		Contact Person: Mrs L Schmetzer
This course is for students wishing to further develop their technical skills and knowledge. You will learn about environmental sustainability, broad acre cropping, pest management, chemical use, livestock production, machinery operation and maintenance, horse breeding, irrigation, agribusiness, horticulture and wool.		
Successful completion of this course will provide a pathway and advanced standing into higher level qualifications within the Agriculture, Horticulture and Conservation and Land Management Training Package ranging from Certificate IV level through to Advanced Diploma level in course areas such as agriculture, irrigation, agribusiness, veterinary nursing and wool classing to name a few. Skills and knowledge gained will assist you in obtaining employment both in Australia and globally in positions both on the land and in associated industries.		
Delivery Offering	Leeton and Primary Industries Centre, Wagga Wagga	
How will student be assessed?	Written tests, a centrally set exam, project work and practical tasks	
Possible Credentials	AHC30116 Certificate III in Agriculture	
HSC Unit Value	2 Units or 4 Units	
Eligibility	Year 12 or 11	
NESA Course No	TBC	
Contribute to ATAR	Yes – if optional exam is completed with 240 hour course	
Work Placement	Mandatory – 35 hours per 2 HSC units	
School Based Traineeship available	Yes	

PRIMARY INDUSTRIES – HORTICULTURE		Contact Person: Mrs L Schmetzer
Students undertaking this course will learn about environmentally sustainable work practices, reporting on weather conditions, treating plant pests and diseases, applying chemicals, treating weeds, propagation techniques, planting and maintaining shrubs and trees and turf establishment using plant and equipment applicable to each process.		
Successful completion of this course will provide a pathway and advanced standing into courses in the Horticulture industry in the areas of Landscape (landscaper or landscaping assistant), Sports Turf (groundsperson or greenkeeper), Parks and Gardens (parks & gardens horticulturist or municipal gardener), Production (tree cropping or vegetable producer) or Amenity (horticulturist or gardener). There are also career opportunities in research and development, growing produce for sale and any of the associated support industries.		
Delivery Offering	Leeton, National Environment Centre Albury	
How will student be assessed?	Written tests, a centrally set exam, project work and practical tasks	
Possible Credentials	AHC20416 Certificate II in Horticulture	
HSC Unit Value	2 Units or 4 Units	
Eligibility	Year 12 or 11	
NESA Course No	TBC	
Contribute to ATAR	Yes – if optional exam is completed with 240 hour course	
Work Placement	Mandatory – 35 hours per 2 HSC units	
School Based Apprenticeship available	Yes	

BEAUTY SERVICES – MAKE UP		Contact Person: Mrs L Schmetzer
<p>Do you love beauty treatments and luxurious day spas? Are you a good communicator interested in helping client's look and feel their best? This course will teach you a about a wide range of beauty treatments including manicures and pedicures, applying nail art, providing lash and brow treatments, designing and applying make-up including for photography sessions and demonstrating retail skin care. You will gain knowledge in the beauty industry, retail environment and develop skills in client consultation.</p> <p>On completion of the Certificate IV in Beauty, students can complete further studies to a Diploma level. Career opportunities include salon work, make-up artist, beautician. Certificate IV in Beauty is designed to reflect the role of managers so having the skills to own and manage your own business is not out of the question!</p>		
Delivery Offering	<p>Albury, Griffith, Wagga Wagga and Young face to face classes</p> <p>Also available as 120 hour BLOCK delivery at Wagga Wagga and Young campuses of 3 x 1 week delivery periods in school holiday periods over one year</p>	
How will student be assessed?	Written tests, project work and practical tasks	
Possible Credentials	Statement of Attainment towards SHB30215 Certificate III in Make Up	
HSC Unit Value	2 Units or 4 Units	
Eligibility	Year 12 or 11	
NESA Course No	TBC	
Contribute to ATAR	No	
Work Placement	Mandatory – 70 hours for the 240 hour course	
School based traineeship available	Yes	
School based apprenticeship available	Yes	

HAIRDRESSING – SALON ASSISTANT		Contact Person: Mrs L Schmetzer
<p>This hands-on course will give you the skills you need to get work or a qualification in this exciting industry! You will learn to work as part of a team in a hairdressing environment and be competent in communicating in the workplace, consulting with clients and selling products and services. You will also acquire practical skills including braiding, applying colour, blow-waving and head, neck and shoulder massaging.</p> <p>A career in hairdressing has many different prospects and can open the door to many other opportunities. This course is for people who want to gain employment as a hairdressing salon assistant or hairdressing receptionist. It will also help you gain employment as a hairdressing apprentice.</p>		
Delivery Offering	Albury, Griffith, Wagga Wagga and Young	
How will student be assessed?	Written tests, project work and practical tasks	
Possible Credentials	SHB20216 Certificate II in Salon Assistant	
HSC Unit Value	2 Units or 3 Units	
Eligibility	Year 12 or 11	
NESA Course No	TBC	
Contribute to ATAR	No	
Work Placement	Yes – 35 hours required for the 180 hour course	
School Based Apprenticeship available	Yes	

COMMUNITY SERVICES		Contact Person: Mrs L Schmetzer
<p>Social Work involves supporting people who experiencing challenging times within their lives. This area is both challenging and rewarding and is primarily for those who seek solutions to problems faced by our community today. This course will provide you with skills and knowledge in the area of social work including the necessary components of communicating with clients and working with others, in addition to supporting the work of community service groups.</p> <p>This is a pathway qualification to a career in community services and further study is available to Diploma level qualifications in a range of specialties including Community Services Work, Case Management, Youth Work, Drug and Alcohol work, Mental Health or Disabilities. The community service sector is experiencing rapid growth and there's a high demand for skilled workers in regional areas. Positions in the community service sector commence with entry level support roles through to advanced practitioner and management level opportunities. There is a qualification to suit each level and each is a pathway to further study at the next level.</p>		
Delivery Offering	Albury, Coomealla, Deniliquin, Griffith, Wagga Wagga and Young	
How will student be assessed?	Written tests, project work and practical tasks	
Possible Credentials	CHC32015 Certificate III in Community Services	
HSC Unit Value	4 Units	
Eligibility	Year 11	
NESA Course No	TBC	
Contribute to ATAR	No	
Work Placement	Mandatory – 70 hours Immunisation, working with children check and criminal record check may also be required.	

EARLY CHILDHOOD EDUCATION AND CARE		Contact Person: Mrs L Schmetzer
<p>A career in Early Childhood Education and Care is for those with a special affinity for young children, their development and who value the experience of educating and caring for young children. If this is a career you aspire to, then the TVET course is your first step to fulfilling that dream! You will learn how to support the implementation of an approved learning framework, and how to support children's wellbeing, learning and development. You will develop skills in supporting children to connect to their world, providing experiences to support their play and learning, promoting healthy food and drink, working with families to provide appropriate care in addition to working within a safe environment as part of a team.</p> <p>Currently all early childhood educators are required to have (or be actively working towards) as a minimum an approved Certificate III level education and care qualification. On completion of this qualification you will receive advanced standing to the Diploma level course. Our highly regarded programs equip you with the practical skills and the knowledge to successfully gain employment in a wide range of early childhood education settings – from nannies or au pairs to educational leaders and directors; from long day care and preschool to family day care; and from assistants and room leaders to teachers and educational leaders; there's no limit to what you can achieve.</p>		
Delivery Offering	Albury, Cootamundra, Deniliquin, Griffith, Leeton, Temora, Tumut, Wagga Wagga, West Wyalong and Young	
How will student be assessed?	Written tests, project work and practical tasks	
Possible Credentials	Statement of Attainment towards CHC30113 Early Childhood Education and Care	
HSC Unit Value	4 Units	
Eligibility	Year 11	
NESA Course No	41824	
Contribute to ATAR	No	
Work Placement	Mandatory – 35 hours	
School Based Traineeship available	Yes	

SPORT AND RECREATION		Contact Person: Mrs L Schmetzer
<p>This course is for students wishing to pursue a career in the Sport and Recreation / Fitness industry. As part of this entry level course you will gain skills and knowledge to coach beginner or novice participants, assist in conducting outdoor activities, conduct basic warm up and cool down sessions, respond to emergency situations and apply first aid, maintain sport and recreation equipment, communicate effectively whilst developing and maintaining your knowledge of coaching practices. This is a great course to kick start your career!</p> <p>This course provides a pathway to other qualifications in the Sport, Fitness and Recreation Training Package. Successful completion of the Cert II qualification will enable you to work in the sport and recreation industry in a generalist capacity under supervision including providing support for sport and recreation programs, retail and customer service assistance, administration assistance and café service in locations such as fitness centres, outdoor sporting complexes or aquatic centres. Further qualifications will provide career opportunities in a variety of roles at every level of the sporting arena; roles for fitness instructors, personal trainers, coaches, officials, referees, development officers, administrators, venue operators and ground maintenance just to name a few.</p>		
Delivery Offering	Online with weekly web conferencing	
How will student be assessed?	Written tests, project work and practical tasks	
Possible Credentials	SIS20115 Certificate II in Sport and Recreation	
HSC Unit Value	3 Units	
Eligibility	Year 11 or 12	
NESA Course No	50406	
Contribute to ATAR	No	
Work Placement	Mandatory – 35 hours	
School Based Traineeship available	Yes	

ANIMAL STUDIES – VETERINARY NURSING		Contact Person: Mrs L Schmetzer
<p>This course is for animal lovers - particularly those seeking a career in veterinary nursing or animal welfare. You will gain valuable skills and knowledge to work in the animal industry including providing basic first aid for animals, assisting in the hygiene, health and care of animals, feeding and watering animals, providing basic care of common native animals and providing reception services which also involves providing information on products and services to customers.</p> <p>Successful completion of this qualification will provide you with career opportunities as a Veterinary nursing attendant, kennel hand, cattery hand or pet shop assistant. You may also receive advanced standing into higher level qualifications such as Certificate IV in Veterinary Nursing.</p>		
Delivery Offering	<p>National Environment Centre Albury and Primary Industries Centre Wagga Wagga</p> <p>BLOCK delivery also available at Primary Industries Centre of 6 x 1 week delivery periods in school holiday periods over two years</p>	
How will student be assessed?	Written tests, project work and practical tasks	
Possible Credentials	ACM20110 Certificate II in Animal Care	
HSC Unit Value	2 Units or 4 Units	
Eligibility	Year 12 or 11	
NESA Course No	TBC	
Contribute to ATAR	No	
Work Placement	Mandatory – 70 hours for the 240 hour course	
School Based Traineeship available	Yes	

WOOL HANDLING		Contact Person: Mrs L Schmetzer
<p>This course focus' on specialist wool handling and is for students who wish to pursue a career in the wool industry. You will gain skills and knowledge in board duties, skirting, rolling, pressing and classing as well as quality assurance and shed management.</p>		
<p>Successful completion of this course will provide you with advanced standing in Certificate III in Shearing, Certificate III in Advanced Wool Handling and Certificate IV in Wool Classing. Career opportunities include Wool Classer, Presser or Shed Manager. It may also provide you with a pathway to employment in associated support industries.</p>		
Delivery Offering	Leeton, Hay, Primary Industries Centre Wagga Wagga and West Wyalong	
How will student be assessed?	Written tests, a centrally set exam, project work and practical tasks	
Possible Credentials	AHC20146 Certificate II in Wool Handling	
HSC Unit Value	2 Units	
Eligibility	Year 11 and 12	
NESA Course No	65652	
Contribute to ATAR	No	
Work Placement	Mandatory – 35 hours	

SHEARING		Contact Person: Mrs L Schmetzer
This course focus' on specialist shearing and is for students who wish to pursue a career in the wool industry. You will gain skills and knowledge in all associated tasks in this field.		
Successful completion of this course will provide you with advanced standing in Certificate III in Shearing, Certificate III in Advanced Wool Handling and Certificate IV in Wool Classing. Career opportunities include Shearer. It may also provide you with a pathway to employment in associated support industries.		
Delivery Offering	Leeton and Hay	
How will student be assessed?	Written tests, a centrally set exam, project work and practical tasks	
Possible Credentials	AHC21316 Certificate II in Shearing	
HSC Unit Value	2 Units (2 Unit x 1 Year - 120 hour course)	
Eligibility	Year 11 and 12	
NESA Course No	65650	
Contribute to ATAR	No	
Work Placement	Mandatory – 35 hours	
Notes	<p>This course is not a ‘stand-alone’ 120-hour course. It is only available to students who are undertaking one of the following courses and would also like the opportunity to achieve Certificate II in Shearing:</p> <ul style="list-style-type: none"> • Primary Industries (240 indicative hours) • Wool Handling (120 indicative hours). 	

FORESTRY		Contact Person: Mrs L Schmetzer
<p>This is an introductory course for those who are seeking to work in the forest industry. Forest Growing and Management covers essential aspects of the industry such as growing stock for future forests and provides you with an understanding of the management of the growth and form of forests and the environmental risks associated with the forest industry. You will gain skills in chemical use, chainsaw operation and firefighting.</p> <p>Successful completion of this qualification will enable you to seek employment as an arboriculture worker, farm forestry worker, forestry worker, nursery worker or plantation establishment worker. This course will also provide a pathway to higher qualification courses from Certificate III to Advanced Diploma level offering opportunities to gain employment from Supervisory to Management levels in the Forest industry.</p>		
Delivery Offering	Tumut Also offered as BLOCK delivery at Tumut campus of 6 x 1 week block sessions over 2 years	
How will student be assessed?	Written tests, a centrally set exam, project work and practical tasks	
Possible Credentials	FPI20116 Certificate II in Forest Growing and Management	
HSC Unit Value	4 Units	
Eligibility	Year 11	
NESA Course No	TBC	
Contribute to ATAR	No	
Work Placement	70 hours required for completion of this course	

ENGINEERING PATHWAYS		Contact Person: Mrs L Schmetzer
<p>This course will enable you to gain a broad range of skills appropriate for entry level employment in the engineering industry - especially in the area of metals and engineering. You will gain practical skills in a workshop environment using engineering workshop machines, electric welding machines, oxy-acetylene and soldering equipment, fabrication equipment and pulling apart and re-assembling engineering mechanism in addition to undertaking an engineering project providing you with the skills to pursue employment or further education in this industry.</p> <p>A career in Engineering can be as rewarding as it is diverse. From metal fabrication and welding to mechanical engineering, our programs equip you with the practical skills and knowledge to successfully gain employment locally, nationally and globally. Engineering Pathways will provide you a pathway to an apprenticeship in Certificate III Engineering - Mechanical Trade or further qualifications including Certificate IV in Engineering through to Diploma of Engineering - Advanced Trade. Career opportunities include Fitter and Turner, Metal Fabricator, Welder, Boilermaker, Mechanical Engineer.</p>		
Delivery Offering	Cootamundra, Deniliquin, Griffith, Leeton, Tumut, West Wyalong and Young	
How will student be assessed?	Written tests, a centrally set exam, project work and practical tasks	
Possible Credentials	MEM20413 Certificate II Engineering Pathways	
HSC Unit Value	3 Units	
Eligibility	Year 11	
NESA Course No	59727	
Contribute to ATAR	No	
Work Placement	No	
School Based Traineeship available	Yes	

PLUMBING		Contact Person: Mrs L Schmetzer
<p>This course is for students who are seeking to gain an apprenticeship in the plumbing trades or who want to work in the industry. Students will receive an introduction to the trade and learn about basic work practices and procedures including safety, reading plans and calculating quantities and using plumbing hand and power tools, they will acquire skills in basic fabrication using oxy acetylene and manual arc welding equipment and they will learn about terminology and how to provide first aid in the workplace.</p> <p>In Australia the plumbing industry provides employment across a wide range of vocations and services. The industry is divided into three (3) main categories – residential, commercial and multi-storey construction. It is one of the most diverse single industries. Successful completion of the Certificate III (CPC32413 and/or the completion of a plumbing apprenticeship followed by the successful completion of a number of Certificate IV units will enable you to apply to the NSW Fair Trading for a Plumbing Licence.</p>		
Delivery Offering	<p>Albury and Wagga Wagga</p> <p>Also available as BLOCK delivery at Wagga Wagga campus of 6x 1 week delivery periods in school holiday periods over two years</p>	
How will student be assessed?	Written tests, a centrally set exam, project work and practical tasks	
Possible Credentials	Statement of Attainment towards CPC32413 Certificate III in Plumbing	
HSC Unit Value	4 Units	
Eligibility	Year 11	
NESA Course No	TBC	
Contribute to ATAR	No	
Work Placement	No	
School Based Apprenticeship Available	Yes	

RECOGNITION OF PRIOR LEARNING

Information for Prospective VET Students

What is Recognition of Prior Learning (RPL)?

RPL refers to the recognition of skills or competencies currently held, regardless of how, when or where your learning has occurred.

For example, if you have already completed a course, or developed high-level skills in a relevant area at work or through life experience, you may be eligible for RPL. You should discuss options with your course teacher, the VET coordinator or the Principal.

At Leeton High School, recognition of prior learning can be through mutual recognition of qualifications or statements of attainment from accredited RTOs and/or skills assessment. Your application for RPL will be managed by the Principal and assessed by a qualified assessor. You should refer to **Part B** of the syllabus to self assess and determine if you think you may be eligible for RPL.

Students seeking RPL must advise their teacher in the first instance and then make appropriate arrangements with the Principal to proceed with their claim.

The student is responsible for the provision of suitable evidence. Evidence provided by the student may include a result notice, certificate or statement of attainment and must be attached to the application **Form A**.

Unless students are able to demonstrate **all** the elements of a unit of competency or **all** the learning outcomes for a module either;

(i) they must not be granted RPL and they must undertake the entire unit of competency/module even though they may be repeating some prior learning; or

(ii) at the discretion of the teacher through the Principal, they may be granted advanced standing for the relevant elements/outcomes and undertake a structured individual learning program designed to provide them with the opportunity to achieve the elements/outcomes in which they are deficient.

Recognition may also be available for work placement

In some instances, part-time work can be counted toward the mandatory hours of work placement required in your VET course. If your job is in an area that is closely related to your VET course and you believe that you may qualify for RPL then you should fill out **Form C** which is available from your teacher.

If you are seeking recognition for training that is not a clear match of competency, you are responsible for providing sufficient evidence and information about the learning outcomes achieved within the previous course for the assessor to make a valid judgement. It is important that the assessor can be convinced that the previous training and assessment have met all the performance criteria and underpinning knowledge and skills. The assessor may determine that further training and/or assessment is needed.

If you decide to apply for RPL:

- You can make your case for RPL by filling out **Form A, B or C** and providing appropriate evidence e.g. written or practical work samples, work references or certificates. Application must be made within three weeks of course commencement or after this time, at the discretion of the Principal.
- You can expect that a variety of methods will be used to assess the extent of recognition that you may be granted e.g. interviews, self-assessment checklists, informal questioning, written or practical projects, written or oral/aural tests.
- You have a right to know the result of your application for RPL and to lodge an appeal.

What are your responsibilities?

- Information in your application for RPL must be true and correct.
- You must provide official documents and other evidence you have of any formal courses or work experience you have undertaken. Teachers can advise on the type of documentation required.
- You must complete the relevant sections of the application for RPL and submit it to the Principal or nominee within three weeks of course commencement or after that time at the discretion of the Principal.

THE RPL PROCESS

Phase 1 GENERAL INFORMATION

- Information about RPL will be provided before enrolment

Phase 2 INITIAL SUPPORT AND COUNSELLING

- Student discusses experience with teacher to identify possible RPL of competencies.
- Teacher provides student with checklist of performance criteria and underpinning knowledge and skills required, (Part B of syllabus document).
- Student completes self-assessment checklist.
- Student discusses available evidence to determine if application meets rules of evidence.

Phase 3 APPLICATION – Must be completed within three weeks of course commencement or

at the discretion of the principal.

- Student fills out **Forms A** and/or **B** for RPL and provides documented evidence of competence or **Form C** if applying for recognition towards work placement.
- Principal or nominee signs and dates application on receipt.

NOTE: The student is required to attend class until a final decision is made.

Phase 4 **RECOGNITION ASSESSMENT**

- Accredited assessor examines evidence provided.
- Applications must be dealt with within three weeks of receipt.
- Assessor advises school principal in writing using **Form D**, Notification of RPL Assessment.

Phase 5 **POST ASSESSMENT GUIDANCE**

- Principal or nominee notifies student verbally and provides a copy of **Form D**.
- Principal or nominee advises student of appeal process if application is rejected.

NOTE: If application is accepted additional units of competency identified to satisfy HSC requirements and processes put in place for delivery, assessment and entering additional units with NESAs.

Phase 6 **APPEAL**

- Appeals on **Form E** must be lodged within two weeks of notification of decision.
- Principal will manage the process.
- A second assessor from another delivery site will assess the application.
- The Principal will advise the student if a cost will be involved.
- A second copy of **Form D** will be issued. This will be the final decision and no further appeals will be processed.

Phase 7 **RECORDS FILED**

- Forms and documentary evidence must be filed by the school
- NESAs should be notified via Schools-On-Line where RPL is granted.

APPEALS PROCEDURES FOR STUDENTS UNDERTAKING VET FRAMEWORKS AND NON-FRAMEWORKS COURSES

APPEALS REGARDING COMPETENCIES

Students in VET courses who believe that competencies have been achieved but not recognised or recorded by their teacher may appeal.

In the first instance an appeal should be made directly to the course teacher. Students whose appeal fails may apply, in the second instance, directly to the Principal. This second appeal should be in writing clearly setting out their case, with supporting evidence.

Appeals should occur within one school term of competencies being notified.

APPEALS REGARDING RPL

VET students believing that RPL has either not been granted, or insufficient RPL has been recognised, should follow the procedures outlined above.

Application for RPL should be made directly to the course teacher on the appropriate form and supporting evidence must be provided.

Appeals should be made within two weeks of an RPL decision being made.

APPEALS REGARDING WORKPLACE REQUIREMENTS

All VET students are required to undertake work placement. The amount of time that must be devoted to work placement is determined in each syllabus but may be reduced because a student already works part-time in the industry (RPL). The application for work placement RPL must be supported by the current employer(s) in writing.

Where the student has applied to the course teacher for a reduction in work placement hours but believes that an insufficient allowance has been applied, the student may appeal.

The procedures outlined above should be followed. Appeals should be made within a 2-week period of work placement requirements and times being notified.

SCHOOL-BASED APPRENTICESHIPS OR TRAINEESHIPS

Many of our courses can be completed as a part of a school based apprenticeship or school based traineeship. Enjoy the benefits of part-time work and training as part of your HSC.

WHAT IS A SCHOOL BASED TRAINEESHIP?

School based traineeships are available to all Year 10, 11 and 12 students in NSW. They allow students to complete a traineeship while at school, combining paid work and training to obtain an industry recognised national qualification and credit towards the HSC. Traineeships undertaken as Board Developed Courses may be used to count towards the ATAR.

HOW IS A TRAINEESHIP ORGANISED?

Once a student and an employer identify they would like to enter into a traineeship agreement, the student should speak to their school careers advisor who will commence the process on their behalf. School based traineeships are established and protected in the same way as a fulltime traineeship. The parties to the traineeship (that is, the employer and the trainee/parent or guardian) sign a training contract. The training contract sets out the responsibilities and obligations of each party. The training contract is prepared and lodged with State Training Services by the chosen Australian Apprenticeship Centre.

HOW LONG DOES IT TAKE TO COMPLETE?

A school based traineeship is undertaken over two (2) years with completion of the formal training by the end of Term 3 of the HSC year. Trainees are released from school one day per week to undertake the on the job training component. As 100 days of on the job training are required to successfully complete a traineeship, additional days during holiday breaks or on weekends will need to be undertaken. All on the job days are negotiated between the stakeholders at the time of signing the training plan. Formal training is delivered via hard copy workbooks.

THE TRAINING PLAN

A training plan will be developed outlining the units of competency to be undertaken over the duration of the traineeship. Units are taken from the NESA syllabus and electives are selected to reflect the needs of the employer and student. Every trainee has an individual training plan. The plan also includes a proposed pattern of the on the job and off the job components. Once the plan has been developed in Line with NESA requirements a sign up meeting will be organised for all stakeholders – student, parent/guardian, school, Riverina Institute trainer or their representative, employer and apprenticeship centre.

To find out more and view the variety of apprenticeships/traineeships available, check out the website:

<http://www.sbatinnsw.info/>

Further information and application forms are available from your school careers advisor or you can contact your local School Engagement Officer through your TAFE campus.

REFUND POLICY

Students attending Leeton High School are requested to pay two types of voluntary school contributions. The first is the General School Contribution and the second is the Subject Contribution that may be attached to a course.

All Subject Contributions and General Contributions should be paid at the beginning of the year. The Student Assistance Scheme may pay the Subject Contribution for eligible students who apply through the Student Assistance Committee but the General School Contribution cannot be paid in this manner. Student Assistance is **not** available to students in receipt of Common Youth Allowance.

If a student leaves a course or leaves the school, some or all of these contributions should be available for refund provided the Student Assistance Scheme has not paid a Subject Contribution, in which case no refund is available to the student for that subject.

Students should collect a “**Refund of Contribution**” form from the Front Office and complete it prior to leaving the course or the school.

Refunds will generally be made on a pro-rata basis unless materials are consumed in an uneven manner. In this case, an amount calculated by the school will be applied to the refund(s).

REFUND OF CONTRIBUTION FORM STUDENT _____ YEAR _____					
SUBJECT	FEE PAID	FEES USED	REFUND DUE	TEACHER	H/TEACHER
Total Refund Due			<div style="border: 1px solid black; display: inline-block; width: 60px; height: 20px; vertical-align: middle;"></div>	Payable to _____	

COMPLAINTS POLICY

Complaints about the management of any aspects of VET courses should be made, in the first instance, to the subject teacher. If you do not get a satisfactory response to your complaint or you feel the outcome is inappropriate, you should approach the Head Teacher of the subject to seek redress. In the last instance, an approach may be made to the School Principal or Institute Manager. All relevant documentation should be available for such meetings.