

# WOOLGOOLGA HIGH SCHOOL



## SENIOR SCHOOL HANDBOOK



# 2025

## Introduction

Being a Senior Student at Woolgoolga High School is quite different from the junior years. You will have privileges and opportunities that you have not had before. These may include senior areas in the playground, a senior canteen line and a Senior Study area in the Library complete with equipment to enable you to prepare hot drinks and some basic food. You will have full use of the Forum during breaks and greater flexibility. You may be eligible for a flexi pass which allows students to arrive at school late or leave early when they do not have timetabled lessons during Period 1 or 5. Your teachers will begin to treat you as young adults but as a consequence they also expect you to behave like young adults. Mutual respect and working together for a common goal is how our Senior School operates.

This handbook is designed to keep you informed throughout your Senior School experience. It will guide you through your subject selection process and alert you to all the various pathways that can be traversed by our students, in order that your enjoyment and satisfaction over the following years is enhanced. Making the 'beyond school' decisions is always difficult but reading the various sections of this handbook will provide greater clarity to your understanding of this complex system.

We have amazing support networks in our school to help you along the way. These include your Year Adviser, the Careers Adviser, the School Counsellor, your teachers, and when you begin your Higher School Certificate year, you will be asked to nominate a teacher to be your 'Staying On Track' Teacher whose task it is to assist you and provide the personal support and practical advice and help everyone requires when the stresses increase.

Our school is unique in being able to offer such beautiful surroundings and continuously improving facilities that make it an attractive environment and allows all of us to interact with nature every day. This, in itself, is a positive that very few other schools can enjoy. We have an experienced staff with an excellent knowledge of the subjects they teach and also a willingness to adapt to our changing technological world by constantly looking at more up to date ways to present material so it is relevant and interesting.

In addition, Woolgoolga High School provides outstanding academic support for our students. The Academic Achievement Centre was developed by students and staff and is now firmly established as part of our school culture. The Academic Achievement Centre was an initiative that sparked from a real need to provide additional academic support to motivated students to have more access to a collaborative study program and to provide an individual study space out of school hours where students can work on their assignments, prepare for tests and to complete school work with on hand expertise. The Academic Achievement Centre regularly attracts 70-80 students from Years 7-12 and usually around 10-15 **volunteer teachers** who are available to support all students. Many students have stated that regular attendance at the Academic Achievement Centre has improved their assignment/test scores by over 20%. The Academic Achievement Centre operates between 3:10 – 4:30pm each Thursday afternoon.

Lu Nickell  
Principal

# INTRODUCTION

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# **PART 1**

## **INFORMATION**

### **ABOUT THE HSC**

# INFORMATION ABOUT THE HSC

## 1: A Parents/Carers' Guide to Terms Used in the Handbook

**AQF – Australian Qualifications Framework:** when students demonstrate that they are **competent** to undertake all the tasks of an occupation they are eligible to be awarded a qualification at that level within the AQF.

**Assessments:** Tasks carried out by the students. These tasks are designed to measure achievements at points throughout the course. Assessments are conducted within the school. Assessments are carried out during both the Preliminary and HSC courses, however, only those during the HSC course are counted towards the HSC. The School Assessments from Year 12 constitute 50% of the HSC for each course.

**ATAR – Australian Tertiary Admissions Rank:** students may choose to receive an ATAR with their HSC. It is an index used by the universities to enable them to choose which students they will offer university places to.

**Board Developed Courses:** are designed by the NSW Education Standards Authority (NESA). It is these courses which count towards a student's ATAR. They have an exam.

**Board Endorsed Courses:** these courses have their content endorsed by the NSW Education Standards Authority (NESA). **They do not count towards an ATAR.**

**Course Mark:** average of assessment and exam mark.

**HSC – Higher School Certificate:** is issued to students who have satisfied the requirements set out by the NSW Education Standards Authority (NESA).

**HSC – TAFE Credit Transfer:** some courses from the HSC give you credit towards some TAFE courses. This means that some students will receive advanced standing for part of some TAFE courses and may not have to complete all the subjects normally required.

**NSW Education Standards Authority (NESA):** the body responsible for overseeing the HSC. It sets courses of study, examines these courses and issues the certificate.

**Pathway:** is the way each individual student elects to meet the requirements of the HSC.

**Preliminary Course:** is any course that a student takes prior to entering for the HSC course. For most students this means the work done in Year 11 of school, usually in terms one to three.

**Prerequisite –** required prior learning that a student needs to pursue a course.

**TAFE:** Technical and Further Education.

**TAFE Delivered:** are courses which, while studied at TAFE, may be taken as part of the Preliminary or HSC course.

**Units:** each subject is given a unit value by the NSW Education Standards Authority (NESA) which indicates the time students spend on that subject.

**VET:** Vocational Education and Training

## 2: Course Selection Guidelines

This is your introduction to the HSC and the many options available. More information is contained on the NSW Education Standards Authority (NESA), Teaching and Educational Standards NSW (BOSTES) website: <http://www.boardofstudies.nsw.edu.au/>

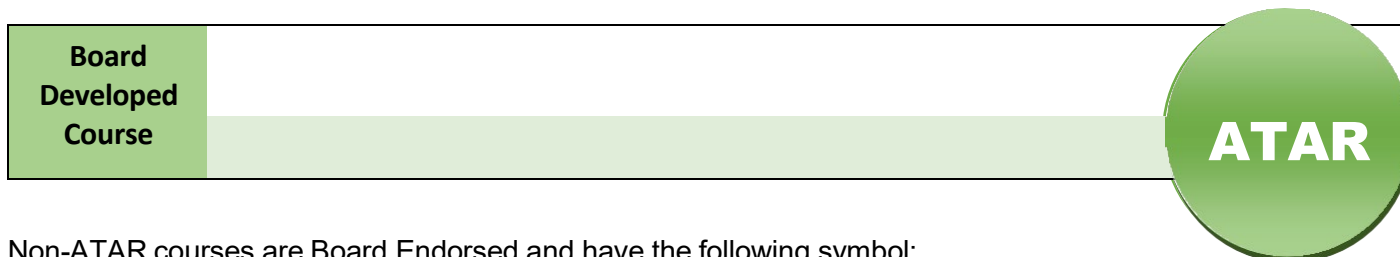
The HSC program at Woolgoolga High School provides you with many options to attain your goals. A lot of the decision's rests with your goals, for example, ask yourself these questions:

- Do I want to go to university?
- Do I want to gain an AQF (Australian Qualification Framework)/TAFE (Technical and Further Education) Certificate while doing your HSC?
- Does my career path require that you study particular courses in the HSC?

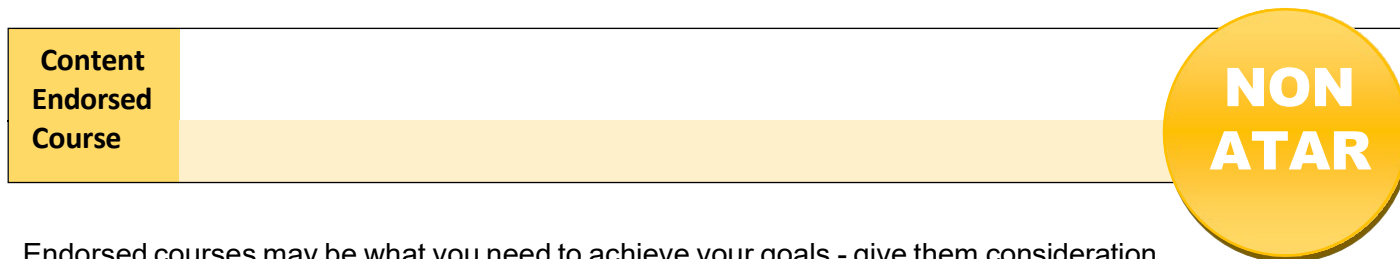
Pathways to achieve what you want can be designed for you. The possibilities are numerous. For example, if you decide that you want to go from school to TAFE and then later to university, options are available for you, providing maximum credit for your studies. This means that in many courses you can graduate from university at the same time as those students who went straight from school to university. This is just one example of options that can be provided. Ask questions if you have goals you wish to pursue.

You must do 12 units (minimum) in Year 11 and 10 units (minimum) in Year 12. If you want an ATAR, you must do 10 units of ATAR courses in the HSC.

These are known as Board Developed Courses and, for your convenience have the following symbol attached throughout this book:

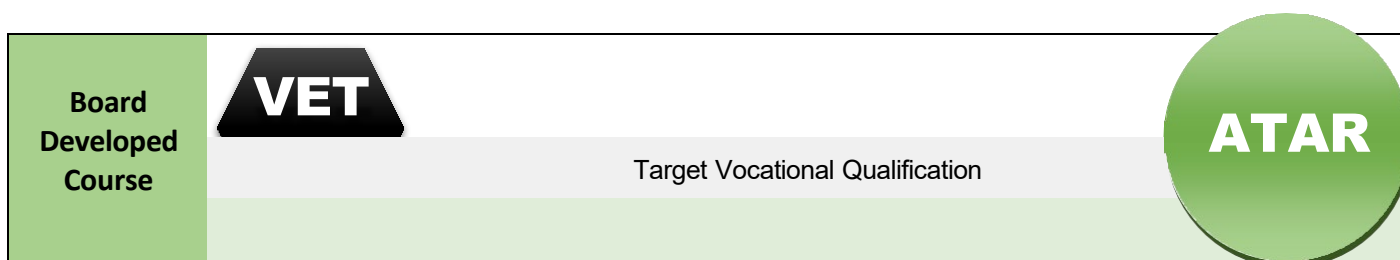


Non-ATAR courses are Board Endorsed and have the following symbol:



Endorsed courses may be what you need to achieve your goals - give them consideration.

Vocational courses allow students to receive AQF/TAFE credentials as well as their HSC. Vocational Framework courses contribute to the ATAR.



### 3: The Higher School Certificate

The Higher School Certificate is based on a STANDARDS REFERENCED approach. Student performance will be assessed and reported against standards of achievement established for each course. This means that being ranked first does not guarantee you the highest performance band which is Band 6.

The HSC is issued by the Office of the NSW Education Standards Authority (NESA) to students who have satisfactorily completed a course of study at an accredited institution.

### 4: Course Patterns

All courses offered for the Higher School Certificate have a Unit value. Subjects may have a value of 1 or 2 Units. 1 Unit is equivalent to 60 indicative hours of study; 2 Unit is equivalent to 120 indicative hours of study. A Unit refers to a period of class work totalling about two hours per week. Most courses are "2 Unit", i.e. about four hours per week.

"Preliminary" courses are those usually taken in Year 11 and do not have an external exam. They generally are a prerequisite for HSC courses.

"HSC" courses are usually taken in Year 12 (beginning in Term 4) and end with an HSC exam.

#### What type of courses can I select?

There are two main types of courses:



"Board Developed" courses are taught to a syllabus set by the NSW Education Standards Authority (NESA) and involve an externally set and marked HSC examination, as well as a school assessment.



"Board Endorsed" courses are assessed and examined at the school, or by TAFE if TAFE-delivered.

#### Pattern of study requirements for the HSC:

Candidates for the Higher School Certificate must undertake a program of study comprising at least:

- 12 units of Preliminary courses; and
- 10 units of Higher School Certificate courses

#### Both the Preliminary course pattern and the HSC course pattern must include:

- **At least six units of Board Developed Courses**
- **At least two units of a Board Developed Course in English**
- **At least three courses of two units' value (or greater); and**
- **At least four subjects**
- **At most 6 units of courses in Science can contribute to HSC eligibility**

## 5: University & TAFE Requirements

About 30% of students who sit for the HSC in this State go on to university. You should consider carefully whether tertiary entrance requirements should or should not influence your choice of subjects.

If you are interested in university study following the HSC, then you must qualify for an Australian Tertiary Admissions Rank (ATAR). To be eligible for an ATAR, a student must complete at least ten units of Board Developed Courses, including at least two units of English. The Board Developed Courses must include at least three courses of two units or greater, and at least four subjects.

Courses which contribute to the ATAR have the following symbol on the top of the page:



The ATAR will be based on an aggregate of marks in ten units of Board Developed Courses comprising:

- The best two units of English; and
- The best eight units from the remaining units.

Students wishing to pursue university study should check if their subject selection will or will not enable them to qualify for an ATAR. Advice regarding whether your subject selections meet the ATAR requirement can be sought from the Senior Curriculum Coordinator (Mr Kris Oates), Head Teachers and the Careers Adviser (Ms Christine Hansen).

TAFE offer a very diverse range of training options and the ATAR is not a requirement for entry. Associate Diplomas have other selection criteria, such as the subjects studied for the HSC and work experience.

## 6: Extension Courses

Extension courses build on the content of the corresponding 2 unit course. Extension courses are not available in all subjects.

Both English and Mathematics have Preliminary Extension courses. In each of English and Mathematics, you may choose one or two HSC Extension courses, if the Preliminary Extension course has been studied. There are also Extension courses available for the Vocational courses as well as Modern History.

## 7: Vocational Education and Training (VET) Courses

Vocational Education Courses are Dual Accredited. The expansion of vocational education and training (VET) in schools has strengthened the links between schools, industry and TAFE in order to improve students' transition from school to work and to further education and training.

VET Courses are based on National Competency Standards that have been determined by industry. Each vocational course leads to a nationally recognised qualification under the Australian Qualifications Framework (AQF).

VET courses are designed to enable students to acquire a range of technical, personal and organisational skills valued both within and beyond the work place. Students will acquire underpinning skills and knowledge related to functional areas within any industry context that can be used in making informed career choices and receive a nationally recognised Australian Qualifications Framework (AQF) Accreditation on successful completion of a course.



These courses have a mandatory work placement component, which contributes to completion of their HSC.

## **Assessment**

### Competency 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.

### External Assessment

- The Higher School Certificate (HSC) examination for Industry Curriculum Framework courses (240 hours) will involve a written examination made up of multiple-choice items, short answers and extended response items.
- The questions will be drawn from the examinable units of competency identified in the HSC examination specifications in Part A of the NSW Education Standards Authority (NESA) syllabus.
- 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.

The HSC examination may be optional.

## **How do I get to courses at TAFE?**

Department of Education guidelines state that students generally are required to meet the cost of travel to and from their TAFE-delivered course.

## **Work Placement**

Most Board-developed VET courses require work placement of up to 70 hours for a 2 unit x 2 year course (240 hours).

## **A School-Based Part-Time Traineeship/Apprenticeship**

- Is a combination of paid work and training
- Is completed part-time as part of the Higher School Certificate; and
- Prepares young adults for a career in a particular industry

The trainee receives:

- A job
- Free training
- Ongoing advice and support
- A training wages
- Credit towards their HSC
- A nationally recognised vocational education and training qualification; and
- A certificate or proficiency on satisfactory completion of the traineeship/apprenticeship

## **HSC/TAFE Credit Transfer**

### Recognition

TAFE NSW recognises skills and knowledge gained through previous studies. Recognition may allow students to complete TAFE NSW qualifications faster and is based on formal arrangements between educational institutions.

Students completing some HSC courses at a satisfactory level may count these towards a TAFE qualification. HSC/TAFE credit transfer may apply between general courses such as English or Biology or Design and Technology or between vocational courses such as Construction or Hospitality.

Students who may wish to further their education and training with TAFE NSW should consult their school's VET Coordinator (Mr Dylan Kinninmont/ Mr Kris Oates), Careers Adviser ( Mrs Christine Hansen) or the Curriculum Coordinators (Mr Kris Oates) for advice. Details are readily available in the HSC/TAFE Credit Transfer Guide published by the NSW Education Standards Authority (NESA) and the NSW Department of Education and Training.

### What is the Australian Qualifications Framework (AQF)?

The AQF integrates twelve National Qualifications issued by Registered Training Organisations which includes Schools, TAFE, private providers, and universities under one single system.

This structure encourages students to continuously upgrade knowledge and skills in a flexible pathway between all sectors as shown in the following table.

SCHOOLS SECTOR	VOCATIONAL EDUCATION AND TRAINING SECTOR	HIGHER EDUCATION SECTOR
		Doctoral Degree
		Master's Degree
		Graduate Diploma
		Graduate Certificate
		Bachelor's degree
	Advanced Diploma	Advanced Diploma
	Diploma	Diploma
	Certificate IV	
Higher School Certificate	Certificate III	
Certificate II	Certificate II	
Certificate I	Certificate I	

### Summary

Things to consider:

- For these courses, you may be awarded a Certificate I or II under the Australian Qualifications Framework.
- You will receive credit towards completion of a TAFE NSW Credential in the related industry area.
- You may be able to do a part-time traineeship and be paid while you are studying for your HSC.
- You could save time in your future apprenticeship or other TAFE courses through doing VET courses at school.



TAFE Board Endorsed Courses may not continue for a second year depending on student numbers.

### What's in it for me?

- Most students find they are more independent and confident as a result of doing a vocational course. It can give you an insight into the kind of career you might like and help you make better decisions to avoid getting into a program of tertiary study in an area you're not sure about.
- A vocational course will equip you with knowledge and skills to seek and gain employment. It will certainly make you more job-ready and attractive to employers.

## 8: Vocational Educational Goals

### Selecting Subjects for Employment

For students entering the workforce, what is studied in Years 11 and 12 may serve as a focus for employment. Some subjects will give students expertise and knowledge which will be directly applicable to a job. In other cases, senior studies may give the job applicant a background which is compatible with the job sought. Many students use the Higher School Certificate as a stepping stone to study at a tertiary institution, a university, Institute of Technical and Further Education (TAFE) or private provider.

TAFE and many private providers will give credit for the study of particular subjects in the HSC. This will often allow the student to progress more quickly through the course by exempting the necessity to study related subjects which have been already covered in the HSC.

Vocational Education and Training (VET) courses are available to students in the HSC who wish to study courses that are directly related to employment. These HSC courses prepare students to achieve employment competencies (skills) that are recognised by employers and, on successful completion, give advanced standing in TAFE courses. Students who wish to obtain recognised employment qualifications in the HSC should consider VET courses.

Our Schools VET Coordinator (Mr Dylan Kinninmont/ Mr Kris Oates) and Faculty Head Teachers can provide guidance regarding VET courses. For information regarding TAFE delivered courses (TVET) students should seek guidance from our Careers Adviser (Mrs Christine Hansen).

### Other Factors for Consideration

There are other reasons why students should give serious consideration to their subject selection. They will spend two years undertaking HSC study, so they should select subjects which are enjoyable and challenging. Students are often distracted because they have selected subjects which they feel they must do but which they find tedious and/or uninteresting.

By Year 10 students should be able to recognise their strengths and weaknesses in academic study. Other than fulfilling Assumed Knowledge expectations, there is no need for students to study subjects which they do not enjoy or do well in. On the other hand, students should also attempt to build in their subject selection opportunities to have a well-rounded education especially if it will relieve some of the perceived seriousness of what else they are undertaking.

Further, students should consider subjects which will enhance their overall performance as expressed in the ATAR. They should make sure that they select subjects in which they are going to perform well, both for their self-esteem and for the opportunities which will be provided by a good ATAR. With a good ATAR a greater range of choices for university study will be available.

### Selecting HSC Subjects for Preparation for University Study

Subject selection is crucial in determining what may be studied at University. There are three ways in which subject selection may affect the choice of university study.

#### **Prerequisites**

If students have not studied the prerequisite HSC courses, they cannot gain entry to university courses even if they achieve the necessary Australian Tertiary Admissions Rank (ATAR).

In New South Wales there are very few prerequisites requirements for university study. Only a few specialised courses require prerequisites. Students should check carefully for prerequisites if they are interested in specialised courses.

On the other hand, in other States of Australia there are many more universities that require HSC students to have studied certain subjects in order to be eligible to be considered for entry into university courses. If a student is considering interstate university study, he/she must be more vigilant about selecting HSC subjects that will meet prerequisite requirements.

**Assumed Knowledge**

Most universities assume that students have studied certain HSC subjects in the senior years as preparation for study of university courses. If the student has not studied the appropriate assumed knowledge subject, he/she will have difficulty with the university course. The university course will be taught as if the student has completed the study of the preparatory HSC subject in Years 11 and 12.

Some universities have bridging courses that students may undertake to give them the necessary background they missed by not taking the assumed knowledge subjects in the HSC. The Bridging Courses in the assumed knowledge HSC subjects are presented by universities in the months (January/ February) immediately before commencing university.

Some universities have special introductory courses in the first year of university study to allow students to obtain the assumed knowledge. These introductory courses often increase the time necessary to complete the university degree.

In selecting subjects in the senior year's students should treat assumed knowledge requirements like prerequisites. In spite of the fact that they may gain entry into a course because they have the required ATAR, students will, in most cases, have great difficulty being successful in a university course for which they do not have the assumed knowledge.

As well, there are few university courses which have different selection procedures for students who have not undertaken an assumed knowledge course in the HSC.

**Recommended**

Many university courses have Year 11 and 12 subjects which are recommended for study. Although the student will be able to succeed without the recommended studies, it would be very helpful to have completed them in the HSC. The recommended subjects give the student a feel for what they will be studying in a university course.

## 9: University Study – A Guide to Subject Selection

Universities differ greatly in their entry requirements. This information is meant to be used as general guide only. You should always check with the University of your Choice to confirm the relevant information.

### Architecture /Building/ Design and Planning

Students intending to undertake courses in these areas are advised to study two or more units of mathematics (not Standard Mathematics). A general background in science, particularly Physics, may be helpful but is not essential. Visual Arts or Industrial Technology may also be useful.

### Arts / Humanities

Degree programs in arts and liberal studies do not usually require a particular program of study at secondary school. The study of English is required by some institutions and recommended for all students in this field. If you wish to study a language other than English as your major subject, however, you are advised to include the language of your choice in your HSC program, although in many cases you will be able to take introductory language courses that do not require prior study.

### Business / Commerce / Economics / Marketing / Management

Courses in accounting, banking, econometrics, economics, finance, management, and marketing may require at least two units of mathematics (not Standard Mathematics) as either a prerequisite or assumed knowledge.

HSC Economics, Business Studies or Retail Services Certificate III are considered a useful, but not essential, preparation for courses in these areas.

Students wishing to undertake actuarial studies at tertiary level generally require HSC Mathematics Extension 1 or HSC Mathematics Extension 2 as a prerequisite.

### Communications / Media Studies

Most of these courses do not require a particular course of study at secondary school.

Some institutions recommend the study of English in preparation for communication and media courses. In addition to the ATAR, some institutions may require you to complete a questionnaire and/or attend an interview.

### Creative and Performing Arts

Students intending to undertake studies in these areas are advised to gain experience outside the school environment. Entry to most of these courses requires an audition, interview, or portfolio (or a combination of these) as well as a suitable ATAR. The study of Visual Arts, Dance, Drama, Music 1, Music 2, or HSC Music Extension may be helpful for courses in creative and performing arts areas. Some institutions will base selection to a creative arts course on the marks obtained in the HSC. Special admission procedures may be available if you are unable to include suitable subjects in your HSC program.

### Earth and Environmental Sciences

Most courses do not require a particular program of study. Most institutions, however, recommend a background in science subjects such as Chemistry, Mathematics (not Standard Mathematics), and Physics or Biology.

### Education/Teaching

In some institutions, courses in education may be taken in an arts, science, or other program. Some institutions also offer separate teacher education programs in early childhood, primary and secondary education. Students who wish to qualify as a secondary teacher must also fulfil the entry requirements for study in their proposed area of teaching specialisation.

For intending early childhood or primary teachers, some institutions assume or require satisfactory levels of Mathematics and/or English. Community and Family Studies and Exploring Early Childhood are a useful subject for education and teaching.

**Note:** The NSW Department of Education and Training requires intending primary education teachers to have included any two units of Mathematics and any two units of English in their HSC program. If these subjects have not been completed, equivalent subjects can usually be completed during the Tertiary course.

## **Engineering**

Most institutions recommend at least HSC Mathematics Extension 1 for the study of all branches of engineering. Physics and Chemistry are also recommended. Engineering Studies is considered a useful, but not essential, preparation for engineering.

## **Health Sciences** (includes studies not listed under Medical Sciences)

If you intend to study health sciences you are generally advised to include in your HSC study program at least two units of Mathematics (not Standard Mathematics) and two units of Science – preferably Chemistry, or, for medical imaging and medical radiation technology, Physics, and Personal Development, Health and Physical Education.

## **Human Movement/Sport Sciences/Physical Education**

Most courses in these areas do not require a particular program of study at secondary school. A background in science subjects (Physics, Chemistry and Biology) and Mathematics (not Standard Mathematics) is recommended by some institutions. Personal Development, Health and Physical Education, and Community and Family Studies is also considered useful.

Some institutions require you to provide additional information relating to your sporting achievements.

## **Information Technology**

Studies in this area usually require either Mathematics or HSC Mathematics Extension 1 (not General Mathematics) as a prerequisite or assumed knowledge. Computer science is generally taught on the assumption that students have studied HSC Mathematics Extension 1.

## **Law**

Generally, legal courses do not specify prerequisites or levels of assumed knowledge. If you are contemplating a law program combined with arts, business, commerce, economics, engineering, science, social sciences or social welfare, check that the subjects you choose comply with the requirements for those courses.

## **Medical Sciences (including medicine, optometry, pharmacy and veterinary science)**

Students intending to take up studies in these areas are advised to include at least two units of Mathematics (not Standard Mathematics), Chemistry and either Physics or Biology in their HSC program. Some institutions prefer the combination of Chemistry and Physics while others may have no preference provided Mathematics and Chemistry are included.

## **Nutrition / Food Science**

Food Technology related university studies may lead to careers as food technologists, nutritionist, dietitian, food writer/photographer, flight steward, dietary aid, aged or child care worker, or early childhood/primary/secondary teacher. University courses related to food science and nutrition require standard Mathematics and recommend undertaking the related HSC courses of Food Technology and/or Hospitality and a science. These courses develop skills and abilities that are inherent requirements for the university study.

## **Nursing**

Students intending to undertake nursing studies are generally advised to include at least two units of studies in science, preferably Community and Family Studies, Chemistry and/or Biology and/or Physics. Most institutions also recommend at least two units of Mathematics.

## **Science / Applied Science/Technology**

Most courses in applied science are three-year or four-year professional courses which involve the study of Mathematics, Chemistry, Physics and either Biology or Geology in first year. HSC Mathematics Extension 1 is assumed knowledge in metallurgy. Mathematics is acceptable in areas such as Food Technology, and Agricultural and Rural Sciences. Most science courses require students to have studied as much science and mathematics (not Standard Mathematics) as they can effectively handle. If possible, include both Chemistry and Physics in your HSC program.

### Social Sciences

Social sciences may include the study of economics, education, geography, law, psychology and sociology. Mathematics (not Standard Mathematics) may be required for some subjects.

### Social Work / Welfare Work

Most courses in these areas do not require a particular program of study at secondary school although a minimum score in English may be required by some institutions. If psychology is included as part of the course, then Mathematics (not Standard Mathematics) is strongly recommended. Community and Family Studies may be useful.

### Textile Technologist / Fashion or Interior Designer

University courses related to textile science and fashion/interior design recommend undertaking the relevant HSC courses of Textiles and Design, Visual Arts and a science. These courses develop skills and abilities that are inherent requirements for the university study in design areas.

## 10: Preliminary Studies Year 2025 and HSC Year 2026 Studies Checklist

*Does your Pattern of Study meet the following requirements?*

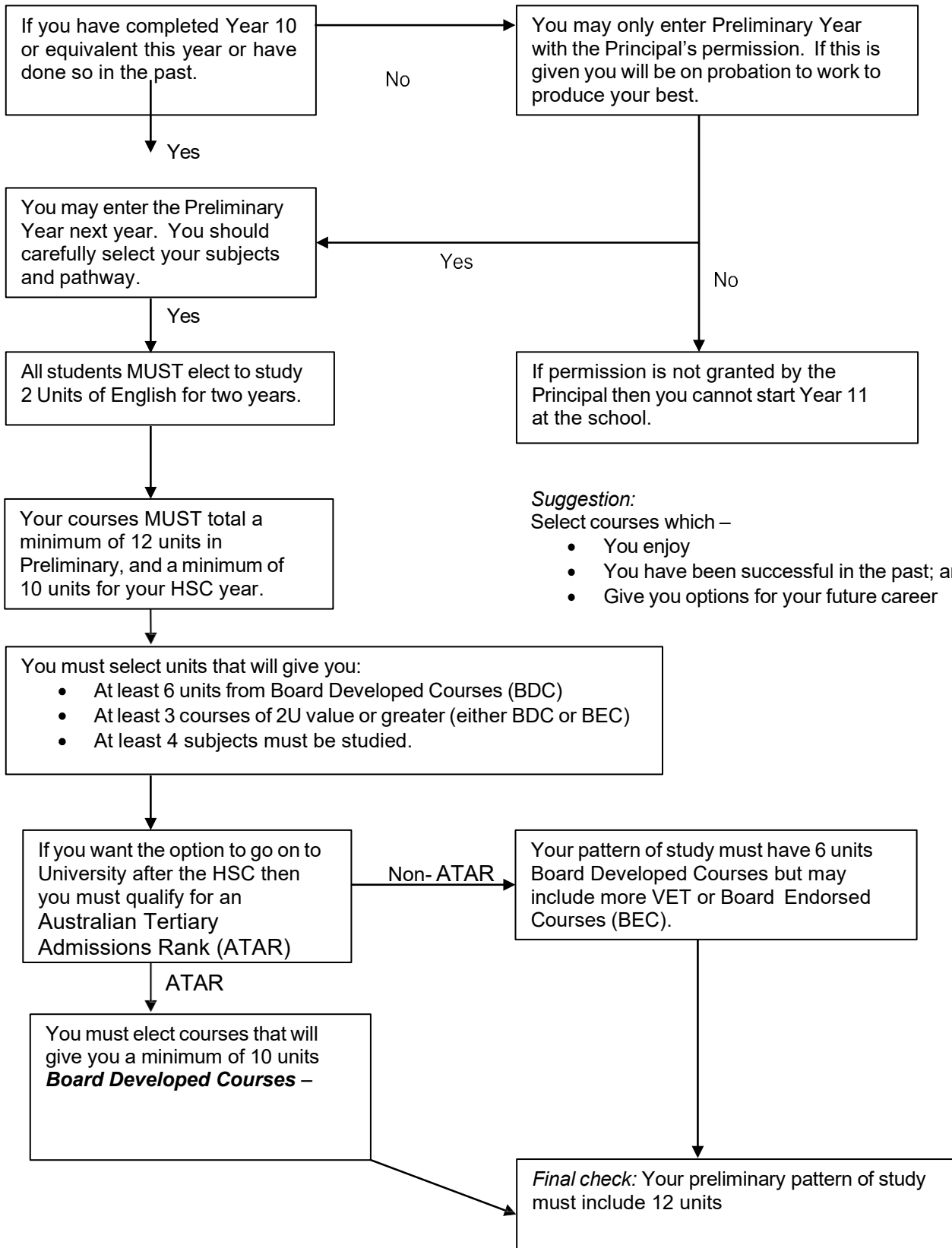
	Minimum of 12 Units of courses in Preliminary Studies, minimum of 10 Units of courses in HSC studies
	At least 2 Units of a Board Developed Course in English
	At least 6 Units of Board Developed Courses
	At least three courses of 2 Units value or greater (either Board Developed or Board Endorsed Courses)
	At least four subjects
	Maximum 6 units of Science

### **Reminder:**

**STUDENTS SEEKING AN ATAR (AUSTRALIAN TERTIARY ADMISSIONS RANK) IN 2026 MUST HAVE 10 UNITS OF BOARD DEVELOPED HSC COURSES TO MEET UNIVERSITY REQUIREMENTS.**

The school will need to ensure that Board requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.

# 11: Subject / Course Selection Guide



*Suggestion:*  
 Select courses which –

- You enjoy
- You have been successful in the past; and
- Give you options for your future career

If you need more information or assistance do not hesitate to contact:

*Careers Adviser: Ms Christine Hansen on 66541500 or Head Teachers in the relevant subjects*



## 12: Assessment and Reporting

The HSC reports provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

School-based assessment tasks will contribute 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.

The other 50% will come from the HSC examination.

Your HSC mark for 2 unit courses will be reported on a scale of 0-100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90-100 will correspond to the highest level of achievement.

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

- **The HSC Testamur**  
(The official certificate confirming your achievement of all requirements for the award)
- **The Record of Achievement**  
(This document lists the courses you have studied and reports the marks and bands you have achieved).
- **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 state-wide distribution of marks in the course is also shown).

**Please note:** In Term 1 2025 all of Year 11 will be issued with a copy of the Preliminary Course Assessment Policy and Schedules – 2025. This booklet lists details on eligibility in relation to satisfactory completion of a course as well as information on assessment and reporting.

Standard 2 Unit Courses		Extension Courses	
Band 6	90-100	Band E4	90-100
Band 5	80-90	Band E3	70-89
Band 4	70-80	Band E2	50-69
Band 3	60-70	Band E1	<50
Band 2	50-60		
Band 1	<50		

### 13: Courses of Study Available in Each Key Learning (Subject) Area

<b>ENGLISH</b>	<b>English Studies</b>	2 Unit
	English Standard (ATAR)	2 Unit
	English Advanced (ATAR)	2 Unit
	English Preliminary Extension (ATAR)	1 Unit
	English Extension II (HSC) (ATAR)	1 Unit
<b>MATHEMATICS</b>	<b>Numeracy (NO ATAR)</b>	2 Unit
	Mathematics Standard (ATAR)	2 Unit
	Mathematics Advanced (ATAR)	2 Unit
	Mathematics Extension I (ATAR)	1 Unit
	Mathematics Extension II (HSC) (ATAR)	1 Unit
<b>SCIENCE</b>	Agriculture (ATAR)	2 Unit
	Biology (ATAR)	2 Unit
	Chemistry (ATAR)	2 Unit
	Earth and Environmental Science (ATAR)	2 Unit
	<b>Marine Studies (NO ATAR)</b>	2 Unit
	Physics (ATAR)	2 Unit
<b>HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)</b>	Aboriginal Studies (ATAR)	2 Unit
	Ancient History (ATAR)	2 Unit
	Business Studies (ATAR)	2 Unit
	Economics (ATAR)	2 Unit
	Geography (ATAR)	2 Unit
	Legal Studies ATAR)	2 Unit
	Modern History (ATAR)	2 Unit
	Society & Culture (ATAR)	2 Unit
<b>CREATIVE AND PERFORMING ARTS (CAPA)</b>	Entertainment	2 Unit
	Music I (ATAR)	2 Unit
	<b>Photography, Video &amp; Digital Imaging (NO ATAR)</b>	2 Unit
	Visual Arts (ATAR)	2 Unit
<b>TECHNOLOGICAL AND APPLIED STUDIES (TAS)</b>	<b>Home Economics</b>	
	Community & Family Studies (ATAR)	2 Unit
	<b>Exploring Early Childhood (NO ATAR)</b>	2 Unit
	Food Technology (ATAR)	2 Unit
	Hospitality VET (ATAR)	2 Unit
	Textiles & Design (ATAR)	2 Unit
	<b>Information Technology</b>	
	Enterprise Computing (ATAR)	2 Unit
	Industrial Technology – Multimedia Technologies (ATAR)	2 Unit
	Industrial Technology	
Construction VET (ATAR)	2 Unit	
Engineering Studies (ATAR)	2 Unit	
Industrial Technology – Timber Products & Furniture Industries(ATAR)	2 Unit	
<b>Manufacturing &amp; Engineering (Metals)VET (NO ATAR)</b>	2 Unit	
<b>PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)</b>	Personal Development, Health & Physical Education (ATAR)	2 Unit
	<b>Sport, Lifestyle &amp; Recreation (NO ATAR)</b>	2 Unit
<b>LANGUAGE OTHER THAN ENGLISH</b>	<b>Aboriginal Language (NO ATAR)</b>	2 Unit
<b>Mandatory</b>	<b>Board Endorsed – NO ATAR</b>	

**PART 2**

**WOOLGOOLGA HIGH  
SCHOOL**

**DELIVERED**

**COURSE**

**OUTLINES**

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## Course Description

This course is for Aboriginal and non-Aboriginal students. Students will develop speaking, listening, reading and writing skills in Gumbaynggirr. Students will also learn about local Cultural Knowledge and Protocols relevant to the use of Aboriginal Languages. These skills and knowledge will help students participate in the community and will assist in the reclamation, revitalisation and maintenance of the Gumbaynggirr language.

## What will I be doing in this course?

There is flexibility in the course for students to choose from a list of 12 elective Units; varying from Performance: Song and Dance, International Experiences, Aboriginal Languages and Information and Communication Technology (ICT) to Country, Waterways and Sky (including Bush Tucker).

## Year 11 (Preliminary Course)

- Study the Core Module 'Language of Country'
- Integrate listening, speaking, reading and writing as appropriate
- Study additional 2 modules considering students' needs, interests, abilities, career aspirations and personal circumstances.

## Year 12 (HSC Course)

- Study the Core Module 'Building Local Aboriginal Language Capacity'
- Integrate listening, speaking, reading and writing as appropriate
- Study additional 3 modules considering students' needs, interests, abilities, career aspirations and personal circumstances.

## How will I be assessed?

You will be assessed through a series of tasks that allow you to demonstrate your listening, speaking, reading and writing skills and cultural knowledge

## How will this course help me in the future?

This course is designed for those who are interested in careers in teaching, tourism, caring for Country/National Parks, singing and/or dance, Community Health. It is also for students who are interested in Australian Identity and culture.

## What will it cost?

Nil

### Faculty and Head Teacher Contact Details



Head Teacher HSIE  
Mr Aaron Newman  
aaron.newman6@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher HSIE – Mr Aaron Newman  
HSIE Teacher – Mrs Joanne Hine

### Course Description

Aboriginal Studies develops students' knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples and the concept of 'shared histories' with a view to enabling students to be active and informed citizens in promoting a just society for all Australians.

Through Aboriginal Studies, students will develop knowledge and understanding about social justice and human rights issues and how they impact on Aboriginal and other Indigenous peoples. Students will develop the skills to investigate issues and communicate information from a variety of perspectives. They will also increase their ability to develop informed and responsible values and attitudes about social justice, intercultural understandings, empathy with Aboriginal peoples' experiences and views and ethical research practices.

### What will I be doing in this course?

#### Year 11 (Preliminary Course)

- Pre-contact to 1960's
- Aboriginality and the Land
- Heritage and Identity
- International Indigenous community: Comparative study
- Research and Inquiry methods: Local Community Case Study

#### Year 12 (HSC Course)

- 1960's onwards
- Social Justice and Human Rights Issues
- Aboriginality and the Land OR Heritage and Identity
- Research and Inquiry: Major Project

### How will I be assessed?

Students will be assessed through the completion of tasks related to the main topics and the mandatory case studies. Each course has a specific requirement of 120 hours.

### How will this course help me in the future?

The study of Aboriginal Studies Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. It is also for students who are interested in Australian Identity and culture. The course provides students with a chance to develop their skills in critical thinking, ethical research, communication and cultural understanding.

### What will it cost?

Nil

### Faculty and Head Teacher Contact Details



Head Teacher HSIE  
Mr Aaron Newman  
Aaron.Newman6@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher HSIE – Mr Aaron Newman  
HSIE Teacher – Mrs Joanne Hine

### Course Description

Agriculture provides students with an understanding of how this industry is such an integral part of our modern world.

### Year 11 (Preliminary Course)

The Preliminary Course studies the relationship between agricultural production, marketing and management while giving consideration to the long-term sustainability of the farming system. Much of the subject is geared to being “on farm” but environment oriented.

### Year 12 (HSC Course)

The HSC Course builds on the Preliminary. It examines the complexity and scientific principles of agricultural production. The role of the farm in the wider economic, natural and social environment is given special emphasis.

### How will this course help me in the future?

Agriculture can be used as a basis for pursuing graduate careers in Rural Science, Forestry and Environmental Management. It is an important step to pursuing an extremely wide range of careers with a rural and/or environmental base.

For those pursuing careers in the rural industry, and those who plan to attend an Agricultural College, this course provides an excellent grounding in many aspects of agricultural management.

### What will it cost?

Nil

### Faculty and Head Teacher Contact Details

### Who should I contact for further information?



Head Teacher Science  
Mr Paul McCormack  
paul.mccormack@det.nsw.edu.au

Head Teacher Science – Mr Paul McCormack  
Science Teachers

### Course Description

Ancient History is an enquiry into past experiences and aims to help students understand the forces that have shaped the ancient world.

### What will I be doing in this course?

In this course, you will learn not only what happened in the past, but you will consider motives, causes, problems and consequences. Students learn to evaluate various types of historical sources and acquire skills that assist in the formulation and communication of logical arguments based on sound knowledge of historical issues.

### Year 11 (Preliminary Course)

You will have the opportunity to investigate ancient societies, events, groups, individuals and historical sites drawn from a wide range of civilisations and times. The course comprises three areas:

- ♦ *Investigating Ancient History*
- ♦ *Features of Ancient Society*
- ♦ *Historical Investigation*

### Year 12 (HSC Course)

- ♦ *Core Pompeii and Herculaneum*
- ♦ *Ancient Societies*
- ♦ *Personalities in their Time*
- ♦ *Historical Periods*

### How will I be assessed?

Research, source analysis, group work, essays and exams.

### How will this course help me in the future?

Ancient History develops excellent communication skills and teaches you to research and analyse material. Such a background is valuable for Law, Journalism, Communication, Advertising and Marketing, Personnel Management, Travel and Tourism, the Diplomatic Service and the Public Sector. As well, Education, Librarianship and Archaeology are possible career choices.

A History Extension course could be offered in Year 12.

### What will it cost?

Nil (cost of excursion will be extra)

### Faculty and Head Teacher Contact Details



Head Teacher HSIE  
Mr Aaron Newman  
Aaron.Newman6@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher HSIE – Mr Aaron Newman  
HSIE Teachers – Mrs Rachael Stockton



### What will I be doing in this course?

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.

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.

### Year 11 (Preliminary Course)

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

### Year 12 (HSC Course)

Heredity  
Genetic Change  
Infectious Disease  
Non-infectious Disease and Disorders

### 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.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

### How will this course help me in the future?

When combined with Chemistry and/or Physics, Biology provides an entry to careers in Medicine, Health, Science, Forestry, Ecology to name but a few. Studied alone the course is useful in planning for many career areas such as Nursing, Food Technology, Family Studies, Teaching. Please check your career options carefully!

### What will it cost?

There may be a small cost for field excursions.

### Faculty and Head Teacher Contact Details



Head Teacher Science  
Mr Paul McCormack  
paul.mccormack@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher Science – Mr Paul McCormack  
Science Teachers

**Course Description**

Business activity is a feature of everyone's life. As consumers and producers, employees, employers or self-employed, savers and investors, and as importers and exporters, people throughout the world engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. Business Studies makes a significant contribution to the ability to participate effectively in the business environment.

**What will I be doing in this course?**

Students completing this course will develop general and specific skills including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance students' confidence and ability to participate effectively, not only as members of the business world, but as informed citizens dealing with issues emanating from business activity that impacts on their lives

**Year 11 (Preliminary Course) - 120 indicative hours**

Topic	Indicative Hours	% of Course Time
• Nature of Business	24	20
• Business Planning	48	40
• Business Management	48	40

The Preliminary course is based on a study of three compulsory topics and the completion of a Major Business Research Task. The Business Research Task is a project undertaken throughout the course to support course concepts.

**Year 12 (HSC Course) - 120 indicative hours**

Topic	Indicative Hours	% of Course Time
• Human Resources	30	25
• Finance	30	25
• Operations	30	25
• Marketing	30	25

**How will I be assessed?**

Students will be assessed through media research, practical scenarios, report writing, summary scaffolds, a Business Research task and an external exam.

**How will this course help me in the future?**

Students will have a sound knowledge of how businesses operate and the role of management in running businesses. The course will aid students in bridging the gap between school and work. The course will help students who wish to pursue business studies at university and TAFE as well as preparing them to make informed, ethical and responsible decisions as a consumer and in the business world.

**What will it cost?**

Business Studies will involve excursions and study days.

**Faculty and Head Teacher Contact Details**

Head Teacher HSIE  
Mr Aaron Newman  
Aaron.Newman6@det.nsw.edu.au

**Who should I contact for further information?**

Head Teacher HSIE – Mr Aaron Newman  
HSIE Teachers

**What will I be doing in this course?**

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

**Year 11 (Preliminary Course)**

The Year 11 course consists of four modules.

**Module 1** Properties and Structure of Matter

**Module 2** Introduction to Quantitative Chemistry

**Module 3** Reactive Chemistry

**Module 4** Drivers of Reactions

**Year 12 (HSC Course)**

The Year 12 course consists of four modules.

**Module 5** Equilibrium and Acid Reactions

**Module 6** Acid/base Reactions

**Module 7** Organic Chemistry

**Module 8** Applying Chemical Ideas

**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.

**How will this course help me in the future?**

Chemistry is appropriate to careers in Industry, Chemistry and Metallurgy as well as being a pre-requisite for university studies in Medicine, Health Science and all Science and Engineering courses.

**What else do I need to know?**

Please note that it is permissible to study up to seven Units of Science.

**What will it cost?**

Nil

**Faculty and Head Teacher Contact Details**

Head Teacher Science  
Mr Paul McCormack  
paul.mccormack@det.nsw.edu.au

**Who should I contact for further information?**

Head Teacher Science – Mr Paul McCormack  
Science Teachers

### What will I be doing in this course?

Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society requires a comprehensive knowledge of its complex nature.

Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Community and Family Studies develops students' knowledge, skills and attitudes relevant to effective decision-making leading to confidence and competence in solving practical problems in the management of everyday living.

Community and Family Studies can have a direct and positive influence on the quality of students' lives both now and in the future. It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities they have in contributing to society.

### Year 11 (Preliminary Course)

Resource Management  
Individuals and Groups  
Families and Communities

### Year 12 (HSC Course)

Research Methodology  
Groups in Context  
Parenting and Caring  
Social Impact of Technology

### How will I be assessed?

HSC course only External examination

Practical and theory-based assessment tasks as per Assessment booklet

### How will this help me in the future?

This course would have vocational application in career paths such as business management, human resources management, teaching, social work, counselling and marketing, health services sector.

### What else do I need to know?

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

### What will it cost?

\$10.00 (relevant practicals, excursions).

### Faculty and Head Teacher Contact Details



Head Teacher TAS  
Mr Kris Oates  
kristen.oates@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher TAS – Mr Kris Oates  
TAS Teachers – Mrs Fiona Fluechter

# Computing – Enterprise Computing

2 Unit

Duration: 2 year School Delivered



Board  
Developed  
Course

## What will I be doing in this course?

Enterprise Computing is the study of computer-based information systems. Enterprise Computing teaches students about information-based systems. It covers the processes of collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, and displaying as well as the technologies that support them.

### Year 11 (Preliminary Course)

The Preliminary course is divided four core topics – *Introduction to Information Skills and Systems, Tools for Information Processes, Planning, Designing and Implementing Computer Systems for Information Processing.*

### Year 12 (HSC Course)

The HSC course includes two compulsory topics - *Information Systems and Databases*; and *Communication Systems*. Students then attempt two option topics from the following four – *Transaction Processing Systems, Decision Support Systems, Automated Manufacturing Systems or Multimedia Systems.*

## What are the prerequisites for this course?

This course caters for students with little or no computing knowledge and skills as well as for students experienced in computing.

## How will I be assessed?

Assessment for this course will be a progressive system over the entire two years. A variety of assessment methods will be employed ranging from individual project work to examination style tests. These tasks will assess the students' knowledge, skills and understanding of the course content.

## How will this course help me in the future?

Students who successfully complete this course will be confident, competent and discriminating users of information processes and information technology. They will appreciate the nature of information, its ethical use and its impact on many aspects of life. Information processes and information technology are integral parts of our life and students who are equipped with these skills and knowledge are well prepared for a life after school.

## What else do I need to know?

The HSC course involves a major project that is worth 20% of their final mark. Students are expected to be able to work independently on this and other projects.

## What will it cost?

\$10.00 fee per year will be incurred.

## Faculty and Head Teacher Contact Details





Head Teacher TAS  
Mr Kris Oates  
kristen.oates@det.nsw.edu.au

## Who should I contact for further information?

Head Teacher TAS – Mr Kris Oates



<b>Board Developed Course</b>		<h2 style="margin: 0;">Construction - Vet</h2> <h3 style="margin: 0;">2 Unit</h3> <p style="margin: 0;"><i>Duration: 2 year School Delivered</i></p>	
	<p style="margin: 0;"><b>Construction: 240 hours</b></p> <p style="margin: 0;">Target Vocational Qualification Certificate II in Construction Pathways CPC20211</p>		

#### **What will I be doing in this course?**

This course is for students who wish to work in the construction industries – carpentry, concreting, brickwork, painting and tiling wall and floor.

The course incorporates five foundation units plus additional units from the elective streams.

The foundation units represent the basic skills, knowledge and attitudes required by all workers within the construction and related service industries. They include industry awareness, communicating with others, planning for work, quality principles and working safely.

The elective streams and pathways providing a range of practical and technical skills allowing articulation into the trade practice area.

#### **How will I be assessed?**

##### **Assessment**

Competency-based assessment is used in this course. This means that students are required to demonstrate that they can effectively carry out various tasks to the required standard in a Building and Construction environment. Once the task is achieved, it is “signed off” by a qualified assessor in a “Student Log Book”.

##### **External Assessment – HSC Examination (Optional)**

The HSC examination for Building and Construction will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from Mandatory Units of Competency.

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.

#### **How will this course help me in the future?**

This course qualifies students for entry level in construction and related service industries. Students will possess a range of practical and technical skills, knowledge and attitudes required by workers within the building industry.

Entry level employment in the building industry – carpenter, bricklayer, tiler, painter, joinery, roofing, plastering, concreting and shopfitting.

#### **What else do I need to know?**

**Lesson Times:** Classes will be run as a block of 3.5 hours per week including breaks.

**Uniform:** A requirement of this course is that students attend dressed to Industry standards and provide safety glasses, Fluro vest/shirt and leather safety boots. Other Personal Protective Equipment (P.P.E) will be discussed with teacher or provided by the school.

**Work placement:** Students must complete a minimum of 70 hours work placement in an appropriate work industry over a period of 2 years.

#### **Qualifications**

Successful completion of the course leads to Certificate 11 in Construction Pathways.

#### **What will it cost?**

A fee of \$50 per year which covers the cost of both materials and the Industry standards Interpretation Booklet.  
White Card – Construction Induction Course - \$100

#### **Faculty and Head Teacher Contact Details**



Head Teacher TAS  
Mr Kris Oates  
kristen.oates@det.nsw.edu.au

#### **Who should I contact for further information?**

Head Teacher TAS – Mr Kris Oates

# Earth and Environmental Science

Board  
Developed  
Course

2 Unit

Duration: 2 year School Delivered

ATAR

## What will I be doing in this course?

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.

## Year 11 (Preliminary Course)

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

## Year 12 (HSC Course)

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

## 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.

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

## How will this course help me in the future?

Apart from providing you with a good general knowledge of planet Earth's environment and tectonic processes, earth and environmental scientists will be able to continue their tertiary education in Environmental Science with a solid foundation and access careers such as environmental consultancy, environmental planning and management, environmental law, and many other geology based careers.

## What will it cost?

Whilst there is no mandatory fee, the course may involve numerous experiential based field trips, some of which are assessable. The costs associated with any field trips will be provided as soon as they are determined at the commencement of the Preliminary and / or HSC courses.

**Please note** - students can study up to seven units of Science.

## Faculty and Head Teacher Contact Details

## Who should I contact for further information?



Head Teacher Science  
Mr Paul McCormack  
paul.mccormack@det.nsw.edu.au

Head Teacher Science – Mr Paul McCormack  
Science Teachers



**What will I be doing in this course?**

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies to make choices that assist them to improve their quality of life.

As a subject, Economics is distinctive because of the range of problems and issues that it investigates and the skills that it develops. A student who has completed the Preliminary and HSC courses will have knowledge and skills enabling them to:

- Problem Solve
- Communicate
- Collaborate
- Analyse
- Adapt
- Think critically

**Year 11 (Preliminary Course) - 120 indicative hours**

	% of Course Time	Indicative Hours
▪ Introduction to Economics	10	12
▪ Consumers and Business	10	12
▪ Markets	20	24
▪ Labour Markets	20	24
▪ Financial Markets	20	24
▪ Government in the Economy	20	24

**Year 12 (HSC Course) - 120 indicative hours**

	% of Course Time	Indicative Hours
▪ The Global Economy	25	30
▪ Australia's Place in the Global Economy	25	30
▪ Economic Issues	25	30
▪ Economic Policies and Management	25	30

**How will I be assessed?**

Students will be assessed through projects, research tasks and an external examination.

**How will this course help me in the future?**

Economics will benefit any person contemplating a career in accounting, finance, media, law, marketing, environment, banking, share and commodities markets, resource management, government, politics, foreign affairs, economic forecasting, business and employment relations.

**What will it cost?**

Economics may involve excursions and study days.

**Faculty and Head Teacher Contact Details**

Head Teacher HSIE  
Mr Aaron Newman  
Aaron.Newman6@det.nsw.edu.au

**Who should I contact for further information?**

Head Teacher HSIE – Mr Aaron Newman  
HSIE Teachers

### What will I be doing in this course?

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

### Year 11 (Preliminary Course)

Students undertake the study and develop an engineering report for each of 5 modules:

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

### The HSC course

Students undertake the study and develop an engineering report for each of 5 modules:

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

### How will I be assessed?

Assessment in the Preliminary course will consist of a mix of formal examination and written reports. The HSC course has a final external examination with other set tasks including Engineering Reports accounting for the internal assessment component.

### How will this course help me in the future?

This course is designed for those who are interested in careers such as Engineering, Building, Architecture, Applied Science, Metallurgy and Metal trades. It will have advanced standing for some TAFE courses.

### Special Requirements

Students will need calculators. Students develop an engineering report for each module studied. At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

### What will it cost?

Nil

### Faculty and Head Teacher Contact Details

### Who should I contact for further information?



Head Teacher TAS  
Mr Kris Oates  
kristen.oates@det.nsw.edu.au

Head Teacher TAS – Mr Kris Oates

# English Studies 2 Unit

*Duration: 2 year School Delivered*



**Board  
Developed  
Course**

*Satisfies NESAs Requirements for English*

## Course Description

English Studies addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course does not require a ATAR

### What will I be doing in this course?

Students explore skills that form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post school training and education.

### Year 11 (Preliminary Course)

Students are required to:

- Study the module 'Achieving Through English: English and the Worlds of Education, Careers and Community'
- Integrate listening, speaking reading and writing as appropriate
- Undertake the study of at least one substantial print text and one substantial multi-model test
- Develop a portfolio of texts.

### Year 12 (HSC Course)

Students are required to:

- Study the module 'We Are Australian – English in Citizenship, Community and Cultural Identity'
- Additional modules considering students' needs, interests, abilities, career aspirations and personal circumstances.

### What are the prerequisites for this course?

The course contributes to the required Preliminary pattern of study of 12 units and HSC pattern of study of at least 10 units. It contributes to each of the specific pattern requirements including:

- At least six units from Board Developed Courses
- At least two units of a Board Developed Course in English
- At least three courses of two units value or greater (either Board Developed or Board Endorsed Courses)
- At least four subjects

### How will I be assessed?

You will be assessed through assignments and exams in the following areas:

- Knowledge and understanding of various forms of texts
- Skills in reading, writing, listening, viewing and speaking

### How will this course help me in the future?

This course is intended for students who DO NOT intend to go to university and DO NOT need an ATAR.

### What will it cost?

Nil

#### Faculty and Head Teacher Contact Details



Head Teacher English  
Mr Andrew Scrivener  
andrew.scrivener@det.nsw.edu.au

#### Who should I contact for further information?

Head Teacher English – Mr Andrew Scrivener  
English Teachers

### Course Description

This course is designed for students to increase their expertise in English in order to enhance their personal, social and vocational lives. This course provides students with the opportunity to become confident and effective communicators and to enjoy the breadth and variety of English texts. The students learn to respond to and compose a wide variety of texts in a range of situations.

### Year 11 (Preliminary Course)

Students explore and experiment with the ways events, experiences, ideas and processes are represented in and through texts. Students undertake a common module which is the exploration of reading to write: transition to senior English. This consists of close study of one text and reading of a wide range of other texts. Electives also provide opportunities for students to consider purpose, audience, structures and language of texts.

Students are required to:

- Study Australian and other texts
- Explore a range of types of texts drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts
- Undertake wide reading programs
- Integrate listening, speaking, reading and writing as appropriate
- Engage in the integrated study of language and text

### Year 12 (HSC Course)

Students study the effectiveness of texts for different purposes and audiences. The course requires the study of at least four types of text including prose, fiction, poetry, drama, non-fiction, film or media or multimedia. Course as for Preliminary is in two parts – Common Modules Texts and Human Experiences.

Electives are chosen from two modules:

- Module A – Language, Identity and Culture
- Module B – Close Study of Literature
- Module C - Craft of Writing

### What are the prerequisites for this course?

Students who receive a Grade C, D or E in Year 10 English would be strongly advised to do this course.

### How will I be assessed?

You will be assessed through assignments and exams in the following areas:

- Knowledge and understanding of course content
- Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.

### How will this course help me in the future?

Universities will accept this course as an entry requirement for most courses.

### What will it cost?

Nil

### Faculty and Head Teacher Contact Details



Head Teacher English  
Mr Andrew Scrivener  
andrew.scrivener@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher English – Mr Andrew Scrivener  
English Teachers

### Course Description

This course is designed for students to become critical and sophisticated users of English in order to enhance their personal, social and vocational lives. This course provides students who have a particular interest and ability in the subject with challenging learning experiences and opportunities to enjoy the breadth and variety of English texts through the integration of listening, speaking, reading and writing.

### Year 11 (Preliminary Course)

Students explore a common module: reading to write and electives: Narratives that shape the world and critical study of literature.

Students are required to:

- Study Australian and other texts
- Explore a range of texts drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts
- Undertake wide reading programs
- Integrate reading, writing, listening, speaking and viewing
- Engage in integrated study of language and text.

This course has two parts - Area of Study and Electives.

### Year 12 (HSC Course)

Students engage in the study of:

- At least four types of text from Shakespearean drama; prose fiction; drama or film; poetry; non-fiction or media or multimedia texts
- A wide range of additional related texts
- A prescribed stimulus booklet

This course has two parts – Common Module and Electives from within two modules:

- Module A – Textual Conversations
- Module B – Critical Study of Literature
- Module C - Craft of Writing

### What are the prerequisites for this course?

Usually, only students with a Grade A or B in Year 10 English should consider this course.

### How will I be assessed?

You will be assessed through assignments and exams in the following areas:

- Knowledge and understanding of course content
- Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.

### How will this course help me in the future?

This course would suit students planning to study English and other humanities at tertiary level. Students who do well in this course will find that their results will be an advantage into careers in journalism, advertising, public relations and broadcasting. Future teachers of English should study this course.

### What else do I need to know?

Extension courses are available to students studying English Advanced in both the Preliminary and HSC years.

### What will it cost?

Nil

### Faculty and Head Teacher Contact Details



Head Teacher English  
Mr Andrew Scrivener  
andrew.scrivener@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher English– Mr Andrew Scrivener  
English Teachers  
- Jason Bromell - Mitchell Scott  
- Hannah Crean  
- David Kennedy  
- Kayla Wilson

### Course Description

These courses enable students who are accomplished, analytical and imaginative in their use of English to refine their understanding and appreciation of the cultural roles and significance of texts. The courses are designed for students with a desire to pursue a specialised study of English.

### What will I be doing in this course?

Preliminary Extension students must complete Module: Texts, Culture and Value where they explore the way aspects of texts from the past have been appropriated into popular culture. HSC Extension students must complete a Module: Literacy Worlds and ONE elective option.

### What are the prerequisites for this course?

You must be studying the Advanced English Course to do the extension course. Usually only students who received a grade A in Year 10 English should consider this course. It would be a real advantage if you had an interest in literature and philosophy and are a very keen reader.

### How will I be assessed?

In class assessment and assignments.

### How will this course help me in the future?

Students who anticipate a tertiary education in Arts, Education, Law or Media will find this in-depth analytical study of considerable advantage.

### What else do I need to know?

You may only study four units of English in Year 12 if you have studied and completed Extension English in Year 11.

### What will it cost?

Nil

### Faculty and Head Teacher Contact Details



Head Teacher English  
Mr Andrew Scrivener  
andrew.scrivener@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher English – Mr Andrew Scrivener  
English Teachers

### Course Description

This course requires students to work independently to plan and complete a major work in the form of an extended composition. It is designed for students with a special interest and ability in English who have shown that they possess the aptitude and work ethos required for the subject.

### What are the prerequisites for this course?

The students must already be enrolled in Extension 1 English (Year 11 and 12).

### How will I be assessed?

Students will be assessed internally through a proposal for their major work and a viva voce presentation outlining the development progress and processes of their major work.

### How will this course help me in the future?

This course offers an opportunity for students to develop and improve their research, critical thinking and composition skills. It is suitable preparation for tertiary humanities courses and those where writing and communication skills are particularly important.

### What else do I need to know?

This is a one year course which commences in Term 4 of Year 11.

### What will it cost?

Some texts and resources may need to be purchased by the student depending on the choice of major work undertaken.

### Faculty and Head Teacher Contact Details



Head Teacher English  
Mr Andrew Scrivener  
andrew.scrivener@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher English – Mr Andrew Scrivener  
English Teachers

### What will I be doing in this course?

Students selecting this course should be interested in working on the technical production operations of the Entertainment Industry. The course is not about performance and entertaining others. Students will study Audio, Customer Service, Lighting, Safety, Staging, Vision and working in the Entertainment Industry and workplace. Students should be able to lift and carry equipment for a successful bump in and bump out, work safely, follow direct instructions from their teacher/supervisor, work with others and communicate clearly. There will be out of class homework, research activities and cluster-based assessments to complete. Students studying this course would benefit further from working on events outside of the school environment and not just within. Some events that students work on could be outside of normal school hours.

### How will I be assessed?

Assessment Competency-based assessment is used in this course. This means that students are required to demonstrate that they can effectively carry out various tasks to the required standard in the Entertainment Industry. Once the task is achieved, it is “signed off” by a qualified assessor in a “Student Log Book”.

### External Assessment – HSC Examination (Optional)

The HSC examination for Entertainment Industry will involve a written examination made up of multiple choice items, short answers and extended response items. The questions will be drawn from Mandatory Units of Competency. 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.

### How will this course help me in the future?

This course qualifies students for entry level in the Entertainment industry. Students will possess a range of practical and technical skills, knowledge and attitudes required for employment in the following career opportunities: sound technician, lighting technician, front of house assistant, props designer, event assistant, marketing and promotions, box office assistant, cinema projectionist, sales/merchandising assistant.

### What else do I need to know?

**Work placement:** Students must complete a minimum of 70 hours work placement in an appropriate work industry over a period of 2 years. Qualifications Successful completion of the course leads to Certificate III in Live Production and Technical Services

#### Faculty and Head Teacher Contact Details



Head Teacher CAPA  
Mrs Jacqui Harrison  
jacqueline.harrison2@det.nsw.edu.au

#### Who should I contact for further information?

Head Teacher CAPA – Mrs Jacqui Harrison



**What will I be doing in this course?**

Students will develop understanding, skills, and strategies to support and foster positive growth and development in young children. There will be opportunities to create safe, nurturing and challenging environments for young children. Skills in communication and interaction with young children will also be developed.

The Core consists of:

- Part A: Pregnancy and Childbirth
- Part B: Child Growth and Development
- Part C: Promoting Positive Behaviour
  
- Some of the Modules which may be studied are:
- Learning experiences for Young Children
- Play and the Developing Child
- Children of Aboriginal and Torres Strait Islander communities
- Young Children with Special Needs
- Children's Literature
- Food and Nutrition
- Child Health and Safety

plus many more to choose from.

**How will I be assessed?**

- Internal examinations - Half Yearly and Yearly
- Various assessment tasks - reports, journal writing, case studies, and practical activities.

**How will this course help me in the future?**

Counselling, welfare, child care assistant, care giver, child care centre operator, early childhood education, health services sector.

**What else do I need to know?**

Students will visit Childcare Centres as part of this course, many opportunities to interact with young children. Some accreditation for units covered when studying the Early Childhood course at TAFE (after completing the two years).

**What will it cost?**

\$15.00 per year for practicals, relevant guest speakers, excursions and baby simulator.

**Faculty and Head Teacher Contact Details**

**Who should I contact for further information?**



Head Teacher TAS  
Mr Kris Oates  
kristen.oates@det.nsw.edu.au

Head Teacher TAS – Mr Kris Oates  
TAS Teachers – Mrs Fiona Fluechter

### What will I be doing in this course?

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

### Course structure

#### Year 11 (Preliminary Course)

- .. Food Availability and Selection
- .. Food Quality
- .. Nutrition

#### Year 12 (HSC Course)

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

### 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.
- In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

**It is a mandatory requirement that students undertake practical activities.**

### How will I be assessed?

HSC Course only - External Examination

Practical and theory based assessment tasks as per Assessment Booklet

### How will this course help me in the future?

Health promotion, teaching, food and nutrition advisory services, food styling, food technology, hospitality, childcare, community health, consumerism, dietetics.

### Special requirements

It is compulsory for students to wear the correct uniform in practical lessons to comply with WH&S regulations. As well as these, the students need hard leather shoes, white apron, two tea towels, one potholder, a dishcloth, and a container when they cook. Jewellery or watches are not to be worn.

### What will it cost?

\$30 per year for practical lessons.

#### Faculty and Head Teacher Contact Details



Head Teacher TAS  
Mr Kris Oates  
kristen.oates@det.nsw.edu.au

#### Who should I contact for further information?

Head Teacher TAS – Mr Kris Oates  
TAS Teachers – Mrs Fluechter  
– Mrs Fraser

### Course Description

Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world.

- In Year 11 students develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.
- In Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment interconnection, scale, sustainability and change.

Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world.

#### Year 11 (Preliminary Course) -120 indicative hours

Earths Natural Systems  
(40 hours)

People, Patterns, and Processes  
(40 hours)

Human-environment Interactions  
(20 hours)

Geographical Investigation  
(20 hours)

#### Year 12 (HSC Course) - 120 indicative hours

Global Sustainability  
(30 hours)

Rural and Urban Places  
(45 hours)

Ecosystems and Global Biodiversity  
(45 hours)

### How will I be assessed?

Students will be assessed through tests, research tasks, field work, Geographical Investigation and an external examination.

### How will this course help me in the future?

The study of Geography enables students to seek credible information and evidence, consider and evaluate differing views, and express their own ideas and arguments. It encourages students to reflect on their relationship with and responsibility for the world, as active and informed citizens, and the role that individuals, communities, organisations, corporations and government can play, collectively, in maintaining the ecological processes on which human wellbeing and all life depend. A study of Geography is useful in most careers but particularly in environmental management, urban and town planning, resource management, forestry, mining, construction, business, commerce and tourism.

### What will it cost?

Students will be involved in mandatory field work and study days



### Faculty and Head Teacher Contact Details



Head Teacher HSIE  
Mr Aaron Newman  
Aaron.Newman6@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher HSIE – Mr Aaron Newman  
HSIE Teachers - Ms Tara Brooks

<b>Board Developed Course</b>		<b>Hospitality - Vet</b> <b>2 Unit</b> <i>Duration: 2 year School Delivered</i>	
	<b>Hospitality: 240 hours</b> <b>SIT20316 Certificate II in Hospitality</b>		

### Course Description

This course provides students with the opportunity to gain a range of skills and knowledge suitable for employment in a hospitality environment and to provide pathways for university and other tertiary study.

### What will I be doing in this course?

Students will have the opportunity to develop the skills and knowledge required to work effectively in a hospitality environment including: work with customers and colleagues; work in a socially diverse environment; follow health, safety, security and hygiene procedures; clean premises and equipment; verbal and non-verbal communication; and hospitality industry awareness.

### Particular Course Requirements

Students must complete a minimum of **70 hours work placement**.

### How will I be assessed? – Assessment – Dual Accreditation Course

#### *Competency-Bases Assessment*

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry environment. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'. Students will be progressively assessed as 'competent' in individual units of competency.

It is mandatory that students participate in practical lessons simulating an industry workplace.

#### *HSC Assessment with Optional HSC Examination*

The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and *HSC Requirements and Advice* detailed in the syllabus. The HSC examination is optional depending on the student's subject load.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

### What will it cost?

- Fee of \$60.00 per year to cover the cost of practical work
- Food and Beverage black uniform for work placement at students' expense (shirt, hat, dress pants, black enclosed leather footwear)

### Faculty and Head Teacher Contact Details



Head Teacher TAS  
 Mr Kris Oates  
 kristen.oates@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher TAS – Mr Kris Oates  
 VET Coordinator – Mr Kris Oates  
 VET Teachers – Mrs Vanessa Fraser

Board  
Developed  
Course

# Industrial Technology – Multimedia Technologies

## 2 Unit

*Duration: 2 year School Delivered*

ATAR

### Course description

This is a Stage 6 HSC course being offered to 24 select students. Industrial Technology – Multimedia Technologies Stage 6 consists of multimedia project work and a Multimedia Industry Study that will develop a broad range of skills and knowledge for 21<sup>st</sup> century learners.

Students will develop a multimedia project of their choice using the latest software. Project areas may include animation, still photography, sound, video, 3D imaging, website construction or a combination of these areas.

### What will I be doing in this course?

Industrial Technology is the study of technologies and the industries that use them in the production of materials and finished goods.

Students have the opportunity to study the interrelationships of equipment, materials and skills.

It is intended that students will gain knowledge through practical experience. Therefore, emphasis is placed upon the process of making practical judgments to found an appreciation of this technological era.

It is now recognised that the application of technology has taken place with little consideration for the effects on the environment. Consequently, Industrial Technology seeks to raise the awareness of students of the interaction between technology and the environment and their ability to make value judgments about issues, decisions and problems arising from this interaction.

### How will I be assessed?

The **Year 11 Preliminary Course** has several components:

It is assessed through practical project work and the planning and research that accompanies this practical work. One section of the project work involves a group project and associated folio compilation. Another is a component where students study businesses involved in the production of multimedia. There are two (2) written examinations, one mid Preliminary Course and another at the end of the Preliminary Course.

The **Year 12 HSC Course** involves a Major Project and folio detailing the planning, research and production of the project. Students are to undertake a study of the multimedia industry as an overall industry study. As well as a mid-course examination there will be a Trial HSC theory examination and an externally set HSC theory paper of 1.5 hours duration.

### What else do I need to know?

The project being assessed for the HSC is marked externally and usually just after the middle of Term 3 of the HSC year.

### Exclusion

Please note that Industrial Technology – Multimedia Technologies cannot be studied in combination with any other Industrial Technology course.

### How much will it cost?

Both the Preliminary Course and the HSC Course attract a fee of \$50.

### Faculty and Head Teacher Contact Details

### Who should I contact for further information?



Head Teacher TAS  
Mr Kris Oates  
kristen.oates@det.nsw.edu.au

Head Teacher TAS – Mr Kris Oates  
TAS Teachers – Mr Dan Radford

Board  
Developed  
Course

# Industrial Technology – Timber Products & Furniture Technologies

2 Unit

*Duration: 2 year School Delivered*

ATAR

## What will I be doing in this course?

Industrial Technology is the study of technologies and the industries that use them in the production of materials and finished goods.

Students have the opportunity to study the interrelationships of equipment, materials and skills. Industries studied could range from the single craftsman manufacturing individual items, to automated production.

It is intended that students will gain knowledge through practical experience. Therefore, emphasis is placed upon the process of making practical judgments to found an appreciation of this technological era.

It is now recognised that the application of technology has taken place with little consideration for the effects on the environment. Consequently, Industrial Technology seeks to raise the awareness of students of the interaction between technology and the environment and their ability to make value judgments about issues, decisions and problems arising from this interaction.

## How will I be assessed?

The **Year 11 Preliminary Course** has several components:

It is assessed through practical project work and the planning and research that accompanies this practical work. One section of the project work involves a group project and associated folio compilation. Another is a component where students study businesses involved in the manufacture of furniture or timber products. There are two (2) written examinations, one mid Preliminary Course and another at the end of the Preliminary Course.

The **Year 12 HSC Course** involves a Major Project and folio detailing the planning, research and production of the project. Students are to undertake a study of the Timber Products and Furniture Industry as an overall industry study. As well as a mid-course examination there will be a Trial HSC theory examination and an externally set HSC theory paper of 1.5 hours duration.

## How will this course help me in the future?

This course is one that will assist students who wish to take up careers in cabinetwork, furnishing trades, building trades, architecture and other construction related occupations.

## What else do I need to know?

You must be willing to supply your own materials for the HSC project and have a positive attitude toward completing the project; including excellent time management skills.

The project being assessed for the HSC is marked externally and usually just after the middle of Term 3 of the HSC year.

## Exclusion

Please note that Industrial Technology Timber Products and Furnishing Industry cannot be studied in combination with any other Industrial Technology course.

## How much will it cost?

Both the Preliminary Course and the HSC Course attract a fee of \$30. During Preliminary Course students will be required to either contribute towards the costs of project materials or supply their own.

It is also important to be aware that students studying in the HSC Course will be required to supply their own materials and fittings.

## Faculty and Head Teacher Contact Details

## Who should I contact for further information?



Head Teacher TAS  
Mr Kris Oates  
kristen.oates@det.nsw.edu.au

Head Teacher TAS – Mr Kris Oates  
Teachers – Mr Dylan Kinninmont

### Course Description

Legal Studies enables students to have confidence in approaching and accessing the legal system. It allows students to acquire skills in analysis, independent research, and the development of coherent arguments. All of these helps to prepare students for further education, training and employment. It allows for full and active participation as citizens by encouraging diverse opinions, open rational debate, respect for persons, equality before the law and involvement in democratic processes and structures.

### What will I be doing in this course?

Legal Studies is designed to foster intellectual, social, and moral development by empowering students to think critically on the role of law and legal institutions in society. This is achieved through a review of selected legal rules, institutions and processes at the domestic and international level, a demystification of terminology and a focus on change, effectiveness, dispute resolution and justice.

### Course Outline:

Year 11 (Preliminary Course)	Year 12 (HSC course)
<p><b>Core Part I: The legal system</b></p> <ul style="list-style-type: none"> <li>• Basic legal concepts</li> <li>• Sources of contemporary Australian law</li> <li>• Classification of law</li> <li>• Law reform</li> <li>• Law reform in action</li> </ul>	<p><b>Core Part 1: Crime</b></p> <ul style="list-style-type: none"> <li>• The nature of crime</li> <li>• The criminal investigation process</li> <li>• The criminal trial process</li> <li>• Sentencing and punishment</li> <li>• Young offenders</li> <li>• International crime</li> </ul>
<p><b>Core Part II: The individual and the law</b></p> <ul style="list-style-type: none"> <li>• Your rights and responsibilities</li> <li>• Resolving disputes</li> <li>• Contemporary issue: the individual and technology</li> </ul>	<p><b>Core Part II: Human rights</b></p> <ul style="list-style-type: none"> <li>• The nature and development of human rights</li> <li>• Promoting and enforcing human rights</li> <li>• Contemporary issue</li> </ul>
<p><b>Core Part III: Law in practice</b></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. Two contemporary issues are studied to extend legal knowledge in practice.</p>	<p><b>Part III: Options</b></p> <p><b>Choose Two</b></p> <ul style="list-style-type: none"> <li>• <b>Consumers</b></li> <li>• <b>Global environmental protection</b></li> <li>• <b>Family</b></li> <li>• <b>Indigenous peoples</b></li> <li>• <b>Shelter</b></li> <li>• <b>Workplace</b></li> <li>• <b>World Order</b></li> </ul>

### How will I be assessed?

Students will be assessed through, research tasks, media reports and files, essay writing and an external examination.

### How will this course help me in the future?

This subject offers excellent preparation for life skills through an understanding of the legal system and the social structures of our society. The course helps students prepare for further education, training and employment in the fields of law, politics, social work and journalism.

### What will it cost?

Legal Studies may involve excursions and study days.

### Faculty and Head Teacher Contact Details



Head Teacher HSIE  
Mr Aaron Newman  
Aaron.Newman6@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher HSIE – Mr Aaron Newman  
HSIE Teachers – Mr Ash West

### What will I be doing in this course?

This course aims to:

- Develop in students an interest and understanding in the areas of basic oceanography, marine biology, marine ecology, boating safety;
- Enhance students' vocational opportunities through the gaining of appropriate qualifications, e.g. First Aid Certificate, Boating Licence.

Topics in this course include:

- The Marine Environment
- Humans in Water
- Life in the Sea
- First Aid and Resuscitation
- Boating and Seamanship
- Marine and Maritime Employment

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

Students undertaking Marine Studies will be provided opportunities to develop an awareness of the variety of marine ecosystems; measure the factors which affect life in the marine environment; gain knowledge to assist with employment in marine related occupations; and develop a sense of responsibility, respect and the need for wise management practices when dealing with marine resources.

### How will this course help me in the future?

This course is designed for those who may be seeking knowledge and skills in the marine industries, tourism or urban development areas of employment. It will also assist those more able students who wish to continue their studies at a tertiary level in Marine Sciences or Coastal Geomorphology and Management. Careers relevant to this course are police force, navy, fisheries department, and other vocations in the Maritime and Marine industries.

### What will it cost?

There will be costs for excursions which may include e.g. Coffs Harbour, Woolli, Red Rock, etc.

#### Faculty and Head Teacher Contact Details



Head Teacher Science  
Mr Paul McCormack  
paul.mccormack@det.nsw.edu.au

#### Who should I contact for further information?

Head Teacher Science – Mr Paul McCormack  
Science Teachers



### What will I be doing in this Course?

Numeracy focuses on mathematical skills and techniques which have direct applications to everyday activities. This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts.

Numeracy students complete reduced content compared to Mathematics Standard.

### How will I be assessed?

Students will complete tasks which may take the form of:

- Quiz style questions
- Open book examinations
- Oral or written reports
- Practical investigations
- Students' written explanations of problem solutions
- Practical tasks such as measuring activities.
- Students will complete a total of three tasks in their Preliminary Course and four tasks in their HSC course.

### How will this course help me in the future?

Numeracy is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training. It also helps students who are yet to demonstrate achievement of the HSC minimum standard in numeracy.

Careers relevant to this course could include: Technician, Clerk, Secretary, and Cashier.

### What else do I need to know?

This subject is a good alternative to Mathematics Standard for students with a low level of competence in Mathematics over Years 9/10.

Students studying Numeracy in Year 11 will automatically be enrolled in the Numeracy course in Year 12.

The study of Numeracy in Year 12:

- 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.

### What will it cost?

Each student will require a scientific calculator and basic geometrical instruments.

### Faculty and Head Teacher Contact Details



Head Teacher Mathematics  
Mrs Nicole Rosenberg  
nicole.rosenberg@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher Mathematics – Mrs Nicole Rosenberg  
Mathematics Teachers

### What will I be doing in this Course?

Mathematics Standard focuses on mathematical skills and techniques which have direct applications to everyday activities. The course content is written in four areas of study, with an emphasis on applications and modelling tasks.

Areas of study include:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

### How will I be assessed?

Apart from formal Half-Yearly and Yearly examinations, students will complete additional tasks which may take the form of:

- Examination-style questions
- Open book examinations
- Oral or written reports
- Practical investigations
- Students' written explanations of problem solutions
- Practical tasks such as measuring activities.
- Students will complete a total of three tasks in their Preliminary Course and four tasks in their HSC course, including formal examinations.

### How will this course help me in the future?

Mathematics Standard is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

This course has HIGH literacy demands.

Careers relevant to this course could include: Technician, Clerk, Secretary, Draftsperson, and Cashier.

### What else do I need to know?

This course is constructed on the assumption that students have achieved the outcomes of the 5.2 Pathway in Stage 5 Mathematics in Year 10, or better. Students with a low level of competence in Mathematics over Years 9/10 will find this course difficult and possibly should consider selecting Numeracy as an alternative to Mathematics Standard.

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.

### What will it cost?

Each student will require a scientific calculator and basic geometrical instruments.

### Faculty and Head Teacher Contact Details



Head Teacher Mathematics  
Mrs Nicole Rosenberg  
Nicole.Rosenberg@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher Mathematics – Mrs Nicole Rosenberg  
Mathematics Teachers

### What will I be doing in this course?

The Mathematics Advanced Year 11 course content is comprised of five Topics. The Topics and Subtopics are:

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical Analysis

### What are the prerequisites for this course?

This course is constructed on the assumption that students have achieved the outcomes of the 5.3 Pathway in Stage 5 Mathematics in Year 10, or better.

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

### How will I be assessed?

Apart from formal Yearly Examinations, students will complete additional tasks which may take the form of:

- Examination style questions including Multiple Choice
- Open book examinations
- Oral or written reports
- Practical investigations
- Students' written explanations of problem solutions

Students will complete a total of three tasks in their Preliminary Course and four tasks in their HSC course, including formal examinations.

### How will this course help me in the future?

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Careers relevant to this course could include: Economist, Accountant, Pharmacist, and Officer in Armed Forces.

### What else do I need to know?

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications and in increasing complexity.

### What will it cost?

Each student will require a scientific calculator and basic geometrical instruments.

### Faculty and Head Teacher Contact Details



Head Teacher Mathematics  
Mrs Nicole Rosenberg  
Nicole.Rosenberg@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher Mathematics – Mrs Nicole Rosenberg  
Mathematics Teachers

**What will I be doing in this course?**

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of mathematics, its beauty and its functionality. Main topics covered:

**Year 11**

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

**Year 12**

- Proofs
- Trigonometric Functions
- Calculus
- Vectors
- Statistical Analysis

**What are the prerequisites for this course?**

This course is constructed on the assumption that students have achieved the outcomes in the 5.3 Pathway in Stage 5 Mathematics in Year 10. It is recommended that only those students who have acquired a high level of competence in the 5.3 Pathway over Years 9/10 consider it.

**How will I be assessed?**

Apart from formal Yearly Examinations, students will complete additional tasks which may take the form of:

- Examination style questions including Multiple Choice
- Open book examinations
- Oral or written reports
- Practical investigations
- Students' written explanations of problem solutions

Students will complete a total of three tasks in their Preliminary Course and four tasks in their HSC course, including formal examinations.

**How will this course help me in the future?**

Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics. Students intending to undertake tertiary studies should check re-requisites for specific courses.

**What else do I need to know?**

Students studying one or both Extension courses must study both Mathematics Advanced Year 11 and Mathematics Extension Year 11 courses before undertaking the study of Mathematics Extension 1 Year 12, or both Mathematics Extension 1 Year 12 and Mathematics Extension 2 Year 12.

**What will it cost?**

Each student will require a scientific calculator and basic geometrical instruments.

**Faculty and Head Teacher Contact Details**

Head Teacher Mathematics  
Mrs Nicole Rosenberg  
Nicole.Rosenberg@det.nsw.edu.au

**Who should I contact for further information?**

Head Teacher Mathematics – Mrs Nicole Rosenberg  
Mathematics Teachers

### What will I be doing in this course?

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study of the subject.

Main topics covered:

- Proof
- Complex numbers
- Vectors
- Mechanics
- Calculus

### What are the prerequisites for this course?

The course is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject. This is a one year course which usually commences in Term 4 of Year 11. Students who have acquired a high level of competence in the 5.3 Pathway over Years 9/10 consider it.

### How will I be assessed?

Students will complete a Trial HSC examination as well as additional task which may take the form of:

- Examination style questions including Multiple Choice
- Open book examinations
- Oral or written reports
- Students' written explanations of problem solutions
- Practical investigations

### How will this course help me in the future?

This course offers a suitable preparation for study of Mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It provides a sufficient basis for a wide range of useful applications of Mathematics, as well as an adequate foundation for the further study of the subject. Careers relevant to this course include: Actuary, Mathematician, Statistician, and Physicist.

### What will it cost?

Each student will require a scientific calculator and basic geometrical instruments.

### Faculty and Head Teacher Contact Details



Head Teacher Mathematics  
Mrs Nicole Rosenberg  
Nicole.Rosenberg@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher Mathematics – Mrs Nicole Rosenberg  
Mathematics Teachers

Content  
Endorsed  
Course

**VET**

## Manufacturing & Engineering (Metals) -Vet 2 Unit

*Duration: 2 year School Delivered*

**Metal & Engineering: 240 hours**

Target Vocational Qualification  
Certificate II in Metal & Engineering MEM 10105

**NON  
ATAR**

### What will I be doing in this course?

This course is for students who wish to work in the fabrication, engineering and related service industries. The course incorporates five foundation units plus additional units from the elective streams.

The foundation units represent the basic skills, knowledge and attitudes required by all workers within the manufacturing, engineering and related service industries. They include industry awareness, communicating with others, planning for work, quality principles and working safely.

The elective streams and pathways providing a range of practical and technical skills allowing articulation into the trade practice area.

### How will I be assessed?

#### Assessment

Competency-based assessment is used in this course are based on National TAFE competencies. This means that students are required to demonstrate that they can effectively carry out various tasks to the required industrial standard in a metals and engineering environment. Once the task is achieved, it is "signed off" by a qualified assessor in a "Student Log Book".

### How will this course help me in the future?

This course qualifies students for entry level in the fabrication, engineering and related service industries. Students will possess a range of practical and technical skills, knowledge and attitudes required by workers within the fabrication, engineering and related service industries.

### Qualifications

Successful completion of the course leads to MEM10119 Certificate 1 in Engineering and Statement of Attainment toward MEM20413 Certificate11

### What else do I need to know?

**Uniform:** Students attend dressed to Industry standards and provide: safety glasses, overalls and steel cap safety boots. Other Personal Protective Equipment (P.P.E) will be discussed with teacher or provided by the school.

**Work placement:** Students must complete a minimum of 35 hours work placement in an appropriate work industry over a period of 2 years.

### What will it cost?

A fee of \$50 per year which covers the cost of both materials and the Drawing Interpretation Booklet.

### Faculty and Head Teacher Contact Details



Head Teacher TAS  
Mr Kris Oates  
kristen.oates@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher TAS – Mr Kris Oates  
VET Coordinator – Mr Dylan Kinninmont  
TAS Teacher – Mr Andrew Hackwell

### What will I be doing in this course?

Modern History is an enquiry into past experiences and aims to help students understand the forces that have shaped the modern world. In this course, you will learn not only what happened in the past, but you will consider motives, causes, problems and consequences. Students learn to evaluate various types of historical sources and acquire skills that assist in the formulation and communication of logical arguments based on sound knowledge of historical issues.

### Year 11 (Preliminary Course)

There are three parts to be covered in this course:

- Part 1 – Investigating Modern History- 50%
  - Part 2 – Historical Investigating – 20%
  - Part 3 – The Shaping of the Modern World – 30%
- These areas will be analysed using a variety of source material.

### Year 12 (HSC Course)

There are four components to be covered in this course:

- Part 1 - Core Study – Power and Authority in the Modern World 1919-1946
- Part 2 - A National Study
- Part 3 - Peace and Conflict
- Part 4 – Change in The Modern World

*Strong research and literacy skills are recommended.*

### How will I be assessed?

A range of assessments will include research projects, multi-media presentations, essays and examinations.

### How will this course help me in the future?

A study of Modern History will prepare you to play an active role in society. It will provide you with the knowledge with which to tackle many of the issues and problems presented by a complex and changing world. It will give you a sense of historical perspective and the ability to influence society for the better.

The study of Modern History is particularly useful in professions such as law, politics, journalism, banking, tourism, business and administration, teaching. The skills developed in locating and analysing information, in making informed judgements and communicating information are sought after in all work places in the 21<sup>st</sup> Century.

### What will it cost?

Nil (cost of excursion is extra)

### Faculty and Head Teacher Contact Details



Head Teacher HSIE  
Mr Aaron Newman  
Aaron.Newman6@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher HSIE – Mr Aaron Newman  
HSIE Teachers

**What will I be doing in this course?**

Students will develop skills in performance, recording, sound production, chart writing (music notation), musicology (researching musical styles) and aural (listening skills). These skills and experiences will be developed over 2 years in a course that is project based, industry driven and utilises 21st century music technology.

Students will develop their performance and composition skills through practicing their individual instrument(s), rehearsing and recording in the music studio and performing on stage. This course is designed for students who are interested in specialising their skills and/or pursuing a career in the music industry. Students are expected to be competent on their instrument and have a basic understanding of music theory. Over the course students will complete a variety of projects based on specialised music topics. Some topics include Popular Music, Jazz and Music for Small Ensembles.

**How will I be assessed?**

Students will be required to complete a music performance for each topic. Where possible, students will perform at public performances as part of their practical assessment. Composition, musicology and aural skills will also be examined throughout each project as students complete their studies using the Blended Learning Rotation Model.

**How will this course help me in the future?**

Career options for students completing this course are in the areas of popular music and possible openings in the entertainment industry.

**What else do I need to know?**

Students who complete this course will develop music industry knowledge, skills and experience. This will enable students to pursue tertiary music education and/or a career in the music and entertainment industry.

**What will it cost?**

Students will be required to pay for excursions, workshops and sheet music which must be purchased. Students should have their own instrument and music tuition is encouraged.

Year 11 - \$25

Year 12 - \$10

**Faculty and Head Teacher Contact Details**



Head Teacher CAPA  
Mrs Jacqui Harrison  
jacqueline.harrison2@det.nsw.edu.au

**Who should I contact for further information?**

Head Teacher CAPA – Mrs Jacqui Harrison  
Music Teacher – Mr Jake Dominey





**What will I be doing in this course?**

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. The opportunity exists to select from a range of options: First Aid, Composition and Performance, Fitness Choices and Outdoor Recreation.

In the HSC course students focus on major issues related to Australia's health. Factors that affect physical performance are also considered. Students undertake optional study from a range of choices which can include investigating the health of young people, improved performance and safe participation by learning about advanced approaches to training or sports medicine. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

**Year 11 (Preliminary Course)**

**Core Topic (60%)**

- Better Health for Individuals
- The Body in Motion

**Options Component (40%) – 2 options from:**

- First Aid
- Composition and performance
- Fitness choices
- Outdoor recreation

**Year 12 (HSC Course)**

**Core Topic (60%)**

- Health Priorities in Australia
- Factors Affecting Performance

**Options Component (40%) – 2 options from:**

- The Health of Young People
- Sport and Physical Activity in Aust. Society
- Sports Medicine
- Improving Performance
- Equity and Health

**How will I be assessed?**

Laboratory exercises and reports, exams, practical and oral presentations, essay writing, journal writing, research assignments, video analysis, practical applications.

**How will this course help me in the future?**

This course will be very beneficial to anyone interested in a career in any aspect of the health or fitness industry, e.g. Nursing, physiotherapy, health research, sport and recreation officer, sport coaching or management, sports medicine, teaching.

**What else do I need to know?**

An interest in human movement, individual, and community health issues. The course is theory based and is academically demanding. You need to maintain a high standard of English.

**What will it cost?**

Occasional minimal costs.

**Faculty and Head Teacher Contact Details**



Head Teacher PDHPE  
Mrs Rheanna Blanshard  
rheanna.blanshard@det.nsw.edu.au

**Who should I contact for further information?**

Head Teacher PDHPE –  
Mrs Rheanna Blanshard  
PDHPE Teachers – Miss Tarin Burns  
– Mr John Morgan  
– Mr Tom Murther  
– Ms Claire O’Halloran

### What will I be doing in this course?

There are three fields namely, Wet Photography, Video and Digital Imaging, which can be studied in any combination or exclusively. At Woolgoolga High School students will have the opportunity to experience Wet Photography and also Digital Imaging with some exposure to Video.

**Wet Photography (while materials are available)** – Utilising light sensitive materials, students will learn about the traditional areas and concepts of photography by using SLR cameras to construct photographs and produce traditional black and white prints. Students will look at technical skills of camera operations, pictorial composition, lighting, developing, printing and other darkroom techniques, mounting and display.

**Digital Imaging** – This is designed to explore the basic concepts of editing using digital photography and image software such as Photoshop, while learning and applying the elements and principles of design. Students will create original art utilising the computer to manipulate photographs in a variety of ways. Students will learn skills to enable them to combine photographs from several sources to create images in a variety of Genres, while furthering techniques of photo editing, correcting, retouching, and colour adjustments. Students will work with a digital camera, computers, scanners, Wacom tablets and colour printers using a variety of techniques and processes.

### Main Topics Covered

#### Modules Include:

- Introduction to the field including Health and Safety
- Developing a Point of view
- Traditions, conventions, styles and Genres
- Manipulated forms
- The Arranged Image
- Temporal Accounts

### How will I be assessed?

There will be a range of tasks, which assess the areas of:

- Making – 70%
- Critical and Historical Studies – 30%

Students are required to keep a diary over the duration of the course, which can store negatives, prints, record technical aspects and document ideas and critical reflections associated with the modules. Students are encouraged to develop a portfolio of work over the duration of the course.

### How will this course help me in the future?

The course provides skills that will form a valuable foundation for various courses at university and other tertiary institutions as well as providing opportunities to gain recognition in vocational education and training. The ICT component will assist students in their future requirement to be familiar and competent with software such as PhotoShop.

**Careers in Photography:** Fine Art, Portrait/Wedding Photography, photojournalism, fashion photography, Advertising, Graphic Design, Medical Photography, Police, Scientific, Marine, Travel, Military, Aerial Photography, etc.

### What else do I need to know?

Access to a digital camera would be beneficial and students need to have a USB to store and transfer images.

### What will it cost?

Year 11 - \$50.00      Year 12 - \$50.00

#### Faculty and Head Teacher Contact Details



Head Teacher CAPA  
Mrs Jacqui Harrison  
jacqueline.harrison2@det.nsw.edu.au

#### Who should I contact for further information?

Head Teacher CAPA – Mrs Jacqui Harrison  
Visual Art Teachers

### What will I be doing in this course?

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.

#### Year 11 (Preliminary Course)

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

#### Year 12 (HSC Course)

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- 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.

### How will this course help me in the future?

Physics is an essential preparation for many Science based university courses. Students interested in Medicine, Aviation and the Defence Forces should consider selecting this subject. Physicists work with Electronics, Computers and Lasers as well as in Astronomy and the Nuclear Industry.

### What else do I need to know?

Please note that it is permissible to study up to seven units of Science.

### What will it cost?

Nil

#### Faculty and Head Teacher Contact Details



Head Teacher Science  
Mr Paul McCormack  
paul.mccormack@det.nsw.edu.au

#### Who should I contact for further information?

Head Teacher Science – Mr Paul McCormack  
Science Teachers

Board  
Developed  
Course



## Primary Industries - Vet 2 Unit

*Duration: 2 year School Delivered*

**Primary Industries Course: 240 hours**

Target Vocational Qualification  
Certificate II in Agriculture RTE 20103



### What will I be doing in this course?

This course is for students who wish to work in a primary industry environment and will provide students with the opportunity to gain a range of general skills and knowledge suitable for employment.

The course also provides an opportunity to develop an awareness of WH&S, welfare, ethical and legal issues related to working with animals and plants.

Students can choose either the agriculture or horticulture strand of this course.

### How will I be assessed?

Competency based assessment is used in this course. This means that students are required to demonstrate that they can effectively carry out various tasks to the required standard in a primary industry environment. Once the task is achieved, it is “signed off” by a qualified assessor in a “Student Log Book”.

### External Assessment HSC Examination

The HSC examination for Primary Industries will involve a written examination made up of multiple choice items, short answers and extended response items. The questions will be drawn from mandatory units of competency.

The optional HSC exam 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.

### How will this course help me in the future?

This course provides students with general skills and knowledge as part of their preparation for entry-level employment in a general agricultural environment.

Working in primary industries involves:

- Dealing with and caring for animals
- Breeding and growing livestock (diary, beef, sheep, goats, pigs, chickens) crops and grains
- Maintaining and using equipment such as tractors, harvesters, bailers and ploughs
- Overseeing and managing farming operations
- Developing and producing new products and technologies

Examples of occupations students can aim for in primary industries:

Animal attending, beef production, crop production, dairy farming, farm management, fertilizer sales, horse care, livestock rearing and breeding, nursery management, pest and disease control, poultry production, research, rural merchandising, shearing, sheep and wool production, veterinary nursing, manager/owner of a small business.

### Qualifications

Successful completion of the course leads to AQF Certificate II in Agriculture

### What else do I need to know?

Work placement – students must complete a minimum of 70 hours work placement in an appropriate work industry over a period of 2 years.

### What will it cost?

Necessary travel costs for excursions to a range of farming enterprises.  
Additional text books will also be required depending on the chosen strand.

### Faculty and Head Teacher Contact Details



Head Teacher Science  
Mr Paul McCormack  
paul.mccormack@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher Science – Mr Paul McCormack  
VET Coordinator – Mr Dylan Kinninmont

### What will I be doing in this course?

Society and culture develops a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. Cultures are investigated within Australia and overseas, as well as the influences that create these cultures. The course draws on cross-disciplinary concepts and approaches, including social research methods in our modern age with students undertaking research in an area that is of particular interest to them. These research findings are presented for external assessment in the Personal Interest Project (PIP). Students may have the opportunity to attend a PIP day excursion to Sydney.

Students are provided with essential concepts, skills, competencies and knowledge to encourage a process of independent thinking that can be used to explain patterns of behaviour, solve problems, and engage in and actively contribute to all levels of society.

### Course Outline

Year 11 (Preliminary Course) 120 Indicative hours	Year 12 (HSC Course) 120 Indicative hours
<p><b>The Social and Cultural World:</b> The interactions between persons and groups, in the contemporary world and in societies across time.</p>	<p><b>Core Study:</b>  <b>Personal Interest Project</b> (30% of course time)                      An individual research project                      Approximately 5000 words                      40% of the HSC Examination mark  <b>Social and Cultural Continuity &amp; Change</b> (30% of course time)                      The nature and theory of social and cultural continuity and change as it applies to a selected country</p>
<p><b>Personal and Social Identity:</b> The process of socialisation, and the development of personal and social identity</p> <p><b>Intercultural Communication:</b></p> <ul style="list-style-type: none"> <li>How people in different social, cultural and environmental settings behave, communicate and perceive the world around them</li> </ul>	<p><b>Depth Studies (two to be chosen)</b> – (20% of course time each):</p> <p><b>Popular Culture</b> The interaction between popular culture, society and the individual.</p> <p><b>Belief systems and Ideologies</b> The relationship of belief systems and ideologies to culture and identity.</p> <p><b>Social Inclusion and Exclusion</b> The nature of social inclusion and exclusion and the implications for individuals and groups within societies and cultures.</p> <p><b>Social Conformity and Nonconformity</b> The formation of, and influences on, attitudes and behaviours of groups and their members in relation to conformity and nonconformity.</p>

### How will I be assessed?

A significant component of the Society and Culture Assessment Schedule is the Personal Interest Project (PIP) which will be worth 30% of the Assessment total for the course. This project is **externally marked** and must be submitted in time to be marked externally. The time and assessment allocated indicate the importance to be placed on this project. Internal Assessment will consist of examinations, research tasks and oral tasks.

### How will this course help me in the future?

This course will not only assist students in becoming lifelong learners but will also allow students to continue studying in the areas of media studies, cultural studies, sociology, psychology, anthropology, counselling, social work, teaching and foreign affairs.

### What will it cost?

Cost of excursion extra.

### Faculty and Head Teacher Contact Details



Head Teacher HSIE  
Mr Aaron Newman  
Aaron.Newman6@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher HSIE – Mr Aaron Newman  
HSIE Teachers –  
– Mrs Rachel Wallis

### What will I be doing in this course?

Sport, Lifestyle & Recreation is a highly practical course that focuses on participation in sport and physical activity. There are many modules to select from such as aquatics, first aid and sports injuries, individual games and sports, resistance training, sports administration, sports coaching and training.

### What are the prerequisites for this course?

A willingness to participate in a wide variety of practical activities. A willingness to apply knowledge to practical application.

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

Students will develop a knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active and to remain active throughout their lives.

### How will this course help me in the future?

The areas of sports science, physical education and human movement present viable post school study and career pathways. This course also provides a sound platform for further study (in areas such as coaching, the fitness and recreation industry and sports administration) and may offer some credit transfer opportunities into TAFE\*.

### What will it cost?

Some practical modules may incur a cost plus a bus fare to venues.

\* Details of available credit transfer can be found at the HSC/TAFE Credit Transfer website: <http://www.nsw.edu.au/hsctafe>.

**Please note:** Sport, Lifestyle & Recreation is offered as a one year or two year course. The one year course is worth 1 Unit and is the same as the two year course, worth 2 Unit, but fewer modules are covered

#### Faculty and Head Teacher Contact Details



Head Teacher PDHPE

Mrs Rheanna Blanshard

rheanna.blanshard@det.nsw.edu.au

#### Who should I contact for further information?

Head Teacher PDHPE

Mrs Rheanna Blanshard

PDHPE Teachers – Miss Tarin Burns

– Mr John Morgan

– Mr Tom Murtha

**What will I be doing in this course?**

The Preliminary course involves the study of design, construction techniques, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout and include experimental and project work.

The HSC course builds upon the Preliminary course and involves the study of the influence of historical, cultural and contemporary developments on textiles, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles project which is specific to a selected focus area and which includes supporting documentation and textile item/s.

**Course Outline**

**Year 11 (Preliminary Course)**

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%)

**Year 12 (HSC Course)**

- Design (20%)
- Properties and Performance of textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%) which is sent away to be marked.

**How will I be assessed?**

In the Preliminary course, practical tasks are integrated into the design, properties and performance of Textiles areas of study as either experimental work and/or project work. In the HSC course, the major textile project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the preliminary course.

**Assessment: HSC Course only**

External Assessment	Weighting	Internal Assessment	Weighting
A 1.5 hour written examination	50	Textile, Clothing, Footwear and allied Industries	10
Major Textile Project	50	Properties and Performance	20
		Design	20
		Major Textiles Project	50
Total	100		100

**How will this course help me in the future?**

Any career involving Project Management in any field, Teacher, Clothing Production Manager, Marketing, Commercial Designer, Fashion Designer or Coordinator, Fashion Retail Manager, Textile Designer. This course will provide students with the knowledge and skills to contribute positively to their own pathways to employment in the textile and related industries, which could involve either on-the-job training as well as formal training at TAFE or university. They can get credit towards a qualification under the Australian qualifications Framework (AQF) as well as gain credit transfer to TAFE.

**What else do I need to know?**

There is the opportunity to attend a one-day workshop (approximately \$50 cost) where students work with professional textile artists to gain inspiration for major project. In addition, a HSC marker gives a lecture to the students.

**What will it cost?**

There will be a contribution of approximately \$40.00 **plus project materials**. Two projects in Year 11 and Year 12 major work.

**Faculty and Head Teacher Contact Details**

**Who should I contact for further information?**



Head Teacher TAS  
Mr Kris Oates  
kristen.oates@det.nsw.edu.au

Head Teacher TAS – Mr Kris Oates  
TAS Teachers – Mrs Fiona Fluechter

### What will I be doing in this course?

The Preliminary course provides a foundation of skills in Artmaking plus Critical and Historical Study. It is not necessary to have studied Art before undertaking this course, but any previous studies would obviously be an advantage.

Experience in Artmaking will be gained by exploring a variety of media. These may include Ceramics, Drawing, Designed Objects, Graphic Design, Painting, Photomedia, Printmaking, Sculpture, Textile and Fibre, Documented Forms, Collection of Works and Time Based Forms.

Art Studying skills will be developed through a broad investigation of ideas in Art Criticism and Art History. Students will explore agencies in the art world including artist, audience, artwork and world perspectives. Investigation of art works from different viewpoints (Frames) will be included.

### How will I be assessed?

Artmaking - Body of Work 50%, Art Criticism & Art History 50%. Students are required to record experiments, research and collect related material in a Visual Art Process Diary.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A written paper	50	Development of the Body of Work	50
Submission of a Body of Work	50	Art Criticism and Art History	50
	100		100

### How will this course help me in the future?

Generally:

- This course supplies insights into the culture, beliefs, activities and significant objects of other people, today and throughout history.
- The wide scope of the course encourages a high degree of personal investigation. This freedom often leads to the development of highly individual ideas and modes of expression.

Vocational:

- This course extends to become a HSC course that can add to an ATAR. Success in this subject will assist in gaining a place in an institution of higher learning (university or TAFE).
- Art related vocations include Advertising, Animation, Architecture, Art Conservation/Preservation, Design, Fine Arts, Graphics, Fashion, Film and Television, Theatrical Design.

### What else do I need to know?

Students will need a Visual Arts Process Diary for this course as a mandatory requirement.

An exhibition of HSC Artworks takes place at Woolgoolga High School in the Art Block at school in Term 4 of each year. At this exhibition, students will have the opportunity to exhibit and sell (optional) their artworks if they wish.

### What will it cost?

Year 11 - \$50

Year 12 - \$50, plus cost of any framing or mounting of HSC Artworks if required.

### Faculty and Head Teacher Contact Details



Head Teacher CAPA  
Mrs Jacqui Harrison  
jacqueline.harrison2@det.nsw.edu.au

### Who should I contact for further information?

Head Teacher CAPA – Mrs Jacqui Harrison  
Visual Art Teachers



# **PART 3**

## **TAFE COURSES**

**An HSC pattern of study can be supported by a range of TAFE delivered courses.**

**For further information contact  
North Coast TAFE NSW at:  
[www.northcoasttafe.edu.au](http://www.northcoasttafe.edu.au)**

# **PART 4**

## **VET COURSES Information**

## FREQUENTLY ASKED QUESTIONS

### What does VET mean?

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

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

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

### What is reported on the HSC?

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

### What are competencies?

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

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

VET courses can be included in the HSC pattern of study. . In order for a VET course to count towards an ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.

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

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

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

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

## What are Industry Curriculum Frameworks?

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

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

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

However, a Board Endorsed Course (VET BEC) does not contribute to the ATAR

## What are Specialisation Courses?

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

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

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

## Who delivers VET to students?

VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course.

## What is RPL?

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

## What is Credit Transfer?

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

## How do employability skills relate to VET courses?

Employability Skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions". The eight Employability Skills are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

All AQF Credentials or Statements of Attainment achieved by students provide an Employability Skills Summary that lists the elements of each skill that have been identified for the qualification.

**Study in a VET ICF course may give a student access to the HSC and an AQF credential, workplace learning and an ATAR.**

**CPC20211 Certificate II in Construction Pathways (CPC08 release V9.4)**  
**Statement of Attainment towards CPC20211 Certificate II in Construction Pathways (CPC08 release V9.4)**

**2020 STAGE 6 COURSE DESCRIPTION – CONSTRUCTION**

This Course is available as	2Units x 1year/120 hours	2Units x 2years/240 hours	4Units x 1year/240 hours
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to <b>the volume of learning</b> and the <b>amount of training</b> for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.			

<b>Board Developed Course</b>
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.
<b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the construction industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from <a href="http://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways">www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</a>

<b>Course structure:</b> The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Students may study a selection of the following elective units.	
CPCCCM1012A	Work effectively and sustainably in the construction industry	CPCCCA2011A	Handle carpentry materials
CPCCCM1013A	Plan and organise work	CPCCCA2002B	Use carpentry tools and equipment
CPCCCM1014A	Conduct workplace communication	CPCCJN2001A	Assemble components
CPCCCM1015A	Carry out measurements and calculations	CPCCJN2002B	Prepare for off-site manufacturing processes
CPCCCM2001A	Read and interpret plans and specifications	CPCCWF2001A	Handle wall and floor tiling materials
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPCCWF2002A	Use wall and floor tiling tools and equipment
CPCCWHS1001	Work safely in the construction industry	CPCCCM2006B	Apply basic levelling procedures
CPCCCM2005B	Use construction tools and equipment	CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials
		CPCCBL2002A	Use bricklaying and blocklaying tools & equipment
		CPCCCO2013A	Carry out concreting to simple forms
		CPCCCA2003A	Erect and dismantle formwork for foots and slabs on ground
<b>Course contribution (to be made directly to school):</b> <b>\$To be confirmed</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			

<p><b>Course specific resources and equipment:</b> Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>	<ul style="list-style-type: none"> <li>• <b>To be confirmed</b></li> </ul>
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**Exclusions:**  
VET course exclusions can be checked on the NESAs website <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

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

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

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

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

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

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

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

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

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

**Foundation skills:**  
Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

**School-based Apprenticeships and Traineeships (SBATs)**  
A school-based traineeship is available in this course.  
To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>  
Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.

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

**SIT20316 Certificate II in Hospitality (Release 2)**

**Statement of Attainment towards SIT20316 Certificate II in Hospitality (Release 2)**

**2020 STAGE 6 COURSE DESCRIPTION – HOSPITALITY**

This Course is available as	2 Units x 1year/120 hours	2 Units x 2years/240 hours	4 Units x 1year/240 hours	1 Unit x 60 hrs or 2 Unit x 120 hrs specialisation
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to <b>the volume of learning</b> and the <b>amount of training</b> for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.				
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>				

<b>Board Developed Course</b>
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.
<b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality service industry. Students who are assessed as competent in sufficient units of competency will be eligible to receive a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from <a href="https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways">https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</a>

<b>Course structure:</b> The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/ HSC Examinable		Elective Units	
SITXFSA001	Use hygienic practices for food safety	SITHCCC001	Use food preparation equipment
SITXWHS001	Participate in safe work practices	BSBMM201	Communicate in the workplace
BSBWOR203	Work effectively with others	SITHCCC003	Prepare sandwiches
SITHIND002	Source and use information on the hospitality industry	BSBSUS201	Participate in environmentally sustainable work practices
SITXCCS003	Interact with customers	SITHCCC002	Prepare and present simple dishes
SITHFAB004	Prepare and serve non-alcoholic beverages	SITHCCC006	Prepare appetisers and salads
SITHFAB005	Prepare and serve espresso coffee	SITXCOM001	Source and present
SITHFAB007	Serve food and beverage	HLTAID003	Provide first aid
Qualification Core			
SITXCOM002	Show social and cultural sensitivity		
SITHIND003	Use hospitality skills effectively		

<p><b>Course contribution (to be made directly to school):</b>                      <b>\$ To be confirmed</b>          Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.  <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>  <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.  <i>Please discuss any matters relating to refunds with your school</i></p>	
<p><b>Course specific resources and equipment:</b>          Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.  <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>	<ul style="list-style-type: none"> <li><b>To be confirmed</b></li> </ul>
<p><b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>	



## Assessment and course completion

### Competency-based assessment

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

### Credit Transfer and Recognition of Prior Learning (RPL)

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

### Mandatory Work Placement

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

- 2 Units x 1 year courses: 35 hours
- 2 Units x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- 1 Unit x 60 hr specialisation course additional :14 hours / 2 Unit x 120 hr specialisation course additional : 35 hours

### Optional HSC examination

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

### Specialisation studies

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

### N Determinations

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

### Appeals

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

### Qualification changes and updates

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

### Foundation skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

### School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

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

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

ICT30118 Certificate III in Information, Digital Media & Technology

Statement of Attainment towards ICT30118

Certificate III in Information, Digital Media and Technology

(ICT Information and Communication Technology release 4.0)

Web and software applications stream

2020 STAGE 6 COURSE DESCRIPTION – INFORMATION & DIGITAL TECHNOLOGY

Not Offered for 2025

This Course is available as:	2Units x 1year 120 hours	2Units x 2years 240 hours	4Units x 1year 240 hours	2Units x 1 Year 120 hours specialisation study
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to <b>the volume of learning</b> and the <b>amount of training</b> for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.				
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>				
<b>Board Developed Course</b>		<b>Category B</b> status for Australian Tertiary Admission Rank (ATAR)		
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.				
<b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the information technology & digital media industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from <a href="https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways">https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</a>				
<b>Course structure:</b> The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>				
<b>Compulsory/Core Units (6)</b>		<b>Web and software applications stream</b>		
BSBWHS304	Participate effectively in WHS communication and consultation processes	ICTICT203	Operate application software packages	
ICTICT202	Work and communicate effectively in an ICT environment	ICTICT308	Use advanced features of computer applications	
ICTICT302	Install and optimise operating system software	ICTWEB302	Build simple websites using commercial programs	
ICTSAS301	Run standard diagnostic tests	<i>Students must complete a 240hour course <b>and</b> a 180 hour specialisation study to achieve a full Certificate III qualification</i>		
ICTICT301	Create user documentation			
ICTSAS308	Run standard diagnostic tests			
<b>Possible electives</b>				
ICTWEB301(E) (Web focus only)	Create a simple markup language document	ICTWEB303(E)	Produce digital images for the web	
*BSBSUS401(E) (Application focus only- core unit)	Implement and monitor environmentally sustainable work practices <i>*Unit is core to the training package if teaching the full Cert III specialisation study</i>	ICTWEB201(E)	Use social media tools for collaboration and engagement	
<b>Specialisation to achieve a Certificate III in Information and Digital Media Technology requires additional units of 180 hour –3 units – 1 year</b>				
<b>Course contribution (to be made directly to school):</b> <b>\$To be confirmed</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>				

<p><b>Course specific resources and equipment:</b>          Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.  <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>	<ul style="list-style-type: none"> <li>• <b>To be confirmed</b></li> </ul>
<p><b>Exclusions:</b>          VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>	
<p><b>Assessment and course completion</b>  <b>Competency-based assessment</b>          Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.</p> <p><b>Credit Transfer and Recognition of Prior Learning (RPL)</b>          Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.</p> <p><b>Mandatory Work Placement</b>          Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.</p> <ul style="list-style-type: none"> <li>• 2 Units x 1 year courses: 35 hours</li> <li>• 2 Units x 2 years courses: 70 hours</li> <li>• 4 Units x 1 year courses 70 hours</li> </ul> <p><b>Optional HSC examination</b>          Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.</p> <p><b>Specialisation studies</b>          Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.</p> <p><b>N Determinations</b>          Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.</p> <p><b>Appeals</b>          Students may lodge appeals against assessment decisions or 'N' determinations through their school.</p> <p><b>Qualification changes and updates</b>          Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.</p>	
<p><b>Foundation skills:</b>          Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.</p>	
<p><b>School-based Apprenticeships and Traineeships (SBATs)</b>          A school-based traineeship is available in this course.          To express an interest or obtain further information go to <a href="http://www.northernnsw.startmytrade.com.au/">http://www.northernnsw.startmytrade.com.au/</a>          Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.</p>	

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

**SIT20416 Certificate II in Kitchen Operations (Release 1)**  
**Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations (Release 1)**  
**2020 STAGE 6 COURSE DESCRIPTION – KITCHEN OPERATIONS**

This Course is available as	2 Units x 1year/120 hours	2 Units x 2years/240 hours	4 Units x 1year/240 hours	1 Unit x 60 hrs or 2Unit x 120 hrs specialisation study
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to <b>the volume of learning</b> and the <b>amount of training</b> for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.				
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>				
<b>Board Developed Course</b>				
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.				
<b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality industry with a focus on kitchen operations. Students who are assessed as competent in sufficient units of competency will be eligible to receive a full Certificate qualification; partial completion will lead to the award of a Statement of Attainment. Qualification pathway information is available from <a href="https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways">https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</a>				
<b>Course structure:</b> The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>				
<b>Compulsory/Core Units – HSC Examinable</b>		<b>Qualification Core</b>		
SITXFSA001	Use hygienic practices for food safety	SITXINV002	Maintain the quality of perishable items	
SITXWHS001	Participate in safe work practices	SITHCCC011	Use cookery skills effectively	
BSBWOR203	Work effectively with others	<b>Students may study a range of elective units including</b>		
SITHIND002	Source and use information on the hospitality industry	BSBSUS201	Participate in Environmentally sustainable work practices	
SITHCCC001	Use food preparation equipment	SITHCCC002	Prepare and present simple dishes	
SITHCCC005	Prepare dishes using basic methods of cookery	SITHCCC008	Prepare vegetable, fruit, egg and farinaceous dishes	
SITHKOP001	Clean kitchen premises and equipment	SITHCCC006	Produce appetisers and salads	
SITXFSA002	Participate in safe food handling practices	SITHCCC003	Prepare sandwiches	
		SITHFAB005	Prepare and serve espresso coffee	
<b>Course contribution (to be made directly to school):</b> <b>\$To be confirmed</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>				
<b>Course specific resources and equipment:</b> Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		<ul style="list-style-type: none"> <li><b>To be confirmed</b></li> </ul>		
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>				

## Assessment and course completion

### Competency-based assessment

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

### Credit Transfer and Recognition of Prior Learning (RPL)

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

### Mandatory Work Placement

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

- |                                       |   |
|---------------------------------------|---|
| • 2 Units x 1 year courses: 35 hours  | <i>Specialisation Courses</i>                   |
| • 2 Units x 2 years courses: 70 hours | 1 Unit x 60 hrs requires an additional 14 hrs   |
| • 4 Units x 1 year courses 70 hours   | 2 Units x 120 hrs requires an additional 35 hrs |

### Optional HSC examination

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

### Specialisation studies

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

### N Determinations

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

### Appeals

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

### Qualification changes and updates

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

### Foundation skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts

### School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernsw.startmytrade.com.au/>

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

**By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the relevant National Skills Council and the NSW Education Standards Authority (NESA).**

**MEM10105 Certificate I in Engineering (Release 2)**  
**Statement of Attainment towards MEM10105 Certificate I in Engineering**  
**(MEM05v11.1)**

**2020 STAGE 6 COURSE DESCRIPTION – METAL AND ENGINEERING**

This Course is available as	2Units x 1year/120 hours	2Units x 2years/240 hours	4Units x 1year/240 hours
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to <b>the volume of learning</b> and the <b>amount of training</b> for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.			

<b>Board Developed Course</b>	(No ATAR contribution)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
<b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the engineering and manufacturing industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from <a href="https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways">https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</a>	

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

Compulsory/Core Units – HSC Examinable		Possible Elective Units – teacher will advise	
MEM16007A	Work with others in a manufacturing, engineering or related environment	MEM03003B	Perform sheet and plate assembly
MEM12023A	Perform engineering measurements	MEM05004C	Perform routine oxy acetylene welding
MEM13014A	Apply principles of occupational health and safety in the work environment	MEM05003B	Perform Soft Soldering
MEM12024A	Perform computations	MEM03001B	Perform manual production assembly
MEM14004A	Plan to undertake a routine task	MEM05007C	Perform manual heating and thermal cutting
MEM15002A	Apply quality systems	MEM05012C	Perform routine manual metal arc welding
MEM15024A	Apply quality procedures	MEM07023B	Use workshop machines for basic operations
MEM18001C	Use hand tools	MEM16005A	Operate as a team member to conduct manufacturing, engineering or related activities
MEM18002B	Use power tools/hand held operations		

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

<p><b>Course contribution (to be made directly to school):</b>      <b>\$To be confirmed</b></p> <p>Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i></p> <p><b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i></p>	<ul style="list-style-type: none"> <li><b>To be confirmed</b></li> </ul>
<p><b>Course specific resources and equipment:</b></p> <p>Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>	

**Exclusions:**

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

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

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

**Credit Transfer and Recognition of Prior Learning (RPL)**

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**Mandatory Work Placement**

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

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

**Optional HSC examination**

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

**Specialisation studies**

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

**N Determinations**

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

**Appeals**

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

**Qualification changes and updates**

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

**Employability skills:**

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

**School-based Apprenticeships and Traineeships (SBATs)**

A school-based traineeship is available in this course.

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This Course is available as		2Units x 1year/120 hours	2Units x 2years/240 hours	4Units x 1year/240 hours
		2Units x 1 Year/120 hours specialisation study		
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to <b>the volume of learning</b> and the <b>amount of training</b> for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.				
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<b>Board Developed Course</b>				
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.				
<b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the Agriculture, Horticulture and Primary industries. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from <a href="https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways">https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</a>				
<b>Course structure:</b> The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>				
<b>Compulsory/Core Units – HSC Examinable</b>		<b>Selection of Elective Units</b>		
AHCWHS301	Contribute to WHS processes	AHCCHM304	Transport and store chemicals	
AHCWRK309	Apply environmentally sustainable work practices	AHCLSK301	Administer medication to livestock	
AHCCHM303	Prepare and apply chemicals	AHCLSK308	Identify and draft livestock	
AHCWRK204	Work effectively in the industry	AHCLSK311	Implement feeding plans for livestock	
AHCWRK302	Monitor weather conditions	AHCLSK312	Coordinate artificial insemination and fertility management of livestock	
AHCLSK309	Implement animal health control programs	AHCLSK323	Maintain and monitor feed stocks	
		AHCLSK331	Comply with industry animal welfare requirements	
		AHCLSK314	Prepare animals for parturition	
		AHCLSK316	Prepare livestock for competition	
		AHCINF301	Plan and construct conventional fencing	
		AHCINF302	Plan and construct electric fence	
		AHCMOM202	Operate tractors	
		AHCMOM201	Operate two wheel vehicles	
		AHCLSK305	Maintain livestock water supplies	
		AHCWRK306	Comply with industry quality assurance requirements	
<b>Course contribution (to be made directly to school):</b> <b>\$To be confirmed</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>				
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>				
<b>Course specific resources and equipment:</b> Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		<ul style="list-style-type: none"> <li><b>To be confirmed</b></li> </ul>		



**Exclusions:**

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

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**Mandatory Work Placement**

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

**Optional HSC examination**

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

**Specialisation studies**

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

**N Determinations**

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

**Appeals**

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

**Qualification changes and updates**

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**Foundation Skills**

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**School-based Apprenticeships and Traineeships (SBATs)**

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**AHC20416 Certificate II in Horticulture (AHC3.0)**  
**Statement of attainment towards AHC20416 Certificate II in Horticulture (AHC3.0)**  
**2020 STAGE 6 COURSE DESCRIPTION – PRIMARY INDUSTRIES**  
**Not Offered in 2025**

This Course is available as	2Units x 1year/120 hours	3 Units x 1 year / 180 hours	2 Units x 2 year / 240 hours	4 Units x 1year / 240 hours
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to <b>the volume of learning</b> and the <b>amount of training</b> for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.				
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>				

<b>Board Developed Course</b>	
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
<b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the Agriculture, Horticulture and Primary industries. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from <a href="https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways">https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</a>	

<b>Course structure:</b> The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Elective Units	
AHCWHS201	Participate in WHS processes	Students may study a range of unit drawn from the following areas	
AHCWRK209	Participate in environmentally sustainable work practices	AHCWRK205	Participate in workplace communications
AHCWRK201	Observe and report on weather	AHCNSY201	Pot up plants
AHCCHM201	Apply chemicals under supervision	AHCNSY203	Undertake propagation activities
AHCWRK204	Work effectively in the industry	AHCNSY202	Care for nursery plants
AHCPMG202	Treat plant pests, diseases and disorders	AHCMOM202	Operate tractors
AHCPMG201	Treat weeds	AHCMOM304	Operate machinery and equipment
AHCPCM201	Recognise plants	<i>A variety of other units relevant to farm assistance and agricultural work may also be delivered by other RTOs. Talk to your school for more information.</i>	
AHCSOL202	Assist with soil or growing media sampling and testing		
<b>Course contribution (to be made directly to school):</b> <b>\$To be confirmed</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			

<p><b>Course specific resources and equipment:</b>          Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.  <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>	<ul style="list-style-type: none"> <li>• [Insert any school specific requirements and equipment]</li> </ul>
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**Exclusions:**  
 VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

**Assessment and course completion**

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

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

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

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

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

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

**N Determinations**  
 Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an ‘N’ award warning (course not satisfactorily completed). Students issued with an ‘N’ award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit/s of competency achieved will be awarded as part of the VET qualification.

**Appeals**  
 Students may lodge appeals against assessment decisions or ‘N’ determinations through their school.

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

**Foundation Skills**  
 Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

### **School-based Apprenticeships and Traineeships (SBATs)**

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

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

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



**SIR30216– Retail Services Training Package (Release 2.0)**  
**Certificate III in Retail or Statement of Attainment 2020**  
**STAGE 6 COURSE DESCRIPTION – RETAIL SERVICES**  
**Not Offered in 2025**

This Course is available as	2Units x 1 year 120 Hour	2Units x 2 years 240 Hour	4Units x 1 year 240 hour
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to <b>the volume of learning</b> and the <b>amount of training</b> for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

<b>Board Developed Course</b>			
This course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.			
<b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the retail services and customer service industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from <a href="https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways">https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</a>			
<b>Course structure:</b> The course structure will be based on SIR30216			
<b>Compulsory/Core Units</b>	<b>HSC Examinable*</b>	<b>Elective Units</b>	
	Units of competency		
SIRXCEG001	Engage the Customer	SIRRINV001	Receive and handle retail stock
SIRXCEG002	Assist with customer difficulties	SIRXSL002	Follow point-of-sale handling procedures
SIRXCEG003	Build customer relationships and loyalty	SIRRMER001	Produce visual merchandise displays
SIRXCOM002	Work effectively in a team	SIRXPDK002	Advise on products and services
SIRXIND001	Work effectively in a service environment	SIRRRTF001	Balance and secure point-of-sale terminal
SIRXRSK001	Identify and respond to security risks	SIRXIND002	Organise and maintain the store environment
SIRXSL001	Sell to the retail customer		
SIRXWHS002	Contribute to workplace health and safety		
<b>Course contribution (to be made directly to school):</b> <b>\$To be confirmed</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>Course specific resources and equipment:</b> Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		<ul style="list-style-type: none"> <li><b>To be confirmed</b></li> </ul>	
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a> <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			

## Assessment and course completion

### Competency-based assessment

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