



# 2024

# Course Selection Guide

Course descriptions, study pathways  
and key dates

Collaborating to Empower Learners

## From the Campus Principal

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Dear Parents, Caregivers and Students,

As you have opened this booklet you must be giving some consideration to continuing your school education towards the Higher School Certificate (HSC). This is a very sensible next step towards your future. Completion of the HSC will enable you to leave school a more mature person with a much greater choice of employment, education and training options available to you.

In the pages which follow you will find a great deal of information about the HSC and its structure, together with a wide range of possible course options which cover the interests and abilities of all students. The range of courses available to you at Jesmond Senior Campus is the greatest of any school in the Newcastle region.

Study this booklet closely. Choose wisely a range of courses which you will enjoy and in which you will experience success. As you continue onto the Senior Campus in 2024 you will find an environment which treats you as the young adult which you are, and which will offer you every support in attaining your academic goals. If you approach your time here with a commitment to learning, I am sure that together we can experience great success.

I look forward to working with you in 2024 and 2025.

**Mr James Ostermann**

**Principal**



## From the Deputy Principal

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Dear Parents, Caregivers and Students,

The students of today are entering into a pivotal period of their lives. They are entering a world that presents greater opportunities than those in past generations could ever have imagined, but also, they must learn to navigate a world that is infinitely, more challenging. Technological innovation, globalisation and social media provide the platform in which the students of tomorrow must navigate with resilience, grit and purpose.

Jesmond Senior Campus' curriculum has been designed to maximise the learning potential of students and prepare them for their professional future and life paths. The campus offers a wide variety of courses, from which each student can select subjects based on their needs, interests, and aptitude.

For every student, whether they are seeking university admission, vocational credentials, a traineeship/apprentice, or other post schooling educational opportunities it is essential that the primary guiding principle for course selection should be the capacity to succeed. When choosing courses, students should pick subjects they are passionate about, consider all their course options, follow advice from their teachers and career advisors, consider their workload, and have high expectation for themselves by trying the higher levels of Mathematics and English.

A successful student is one who is prepared to make a genuine commitment to study and recognise that they will need to achieve an appropriate balance in their lives between study commitments, part-time work, family life, social life and leisure activities. It is significant to note that student achievement in senior school is often equated with participation and commitment to learning. All students at the Senior Campus should develop organisational skills, good time management and a desire to achieve.

I would like to remind all students that you are about to enter one of the most demanding and important phases of secondary education. By continuing your Year 11 and Year 12 studies at CCJSC you are making a commitment that has significant implications for your future career and your development as young adults. It is essential that you be honest with yourself when making decisions about your course selections. The best results, the highest ATAR and the most satisfaction will be found by selecting courses in which you are interested in, enjoy, and have the greatest aptitude for.

**Mrs Sara Pendergast**

**Deputy Principal Yr. 11 2024**



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## Course Selection Timeline

<b>Course Information Guide issued</b>	<b>Term 2, Week 1</b>
<b>MyHSC@CCJSC – 1 day</b> <b>Course Expo Evening</b> <b>Interview Days:</b> <b>Waratah Campus</b> <b>Wallsend Campus</b> <b>MyHSC@CCJSC – 2 weeks</b> <b>Year 11 Timetables Issued</b>	<b>Thursday May 18, 8:30am - 2:30pm</b> <b>Wednesday May 23, 4:00pm – 7:00pm</b>  <b>Thursday and Friday August 17 -18</b> <b>Monday to Wednesday August 21-23</b> <b>Monday to Friday November 13-24</b> <b>January 2024 – Day 1</b>

Course selections will be finalised electronically on WebChoices during student interviews at CCJSC. Students are not guaranteed all their choices. Class formation is dependent on a number of factors including the number of students who have chosen the course, and staff and classroom availability.

Students complete the **Course Selection Sheet** at back of this book then use this as a guide when entering their course selections after attending their interview. You will be emailed a personal 'code' to enter your selections. Course changes can be made using WebChoices and your personal 'code' until the 31/10/23.

An electronic pdf version of this booklet and selection form is available under the Enrolment tab on the school website <http://www.callaghancollege.com.au/wp/jesmond/>.

## GLOSSARY

ASQA	Australian Skills Quality Authority The body responsible for regulating the standards for VET qualifications in Australia.
ATAR	Australian Tertiary Admission Rank A rank calculated by UAC solely for use by tertiary education institutions to select school leavers for their courses.
BDC	Board Developed Course These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).
BEC	Board Endorsed Course There is no external examination for any Board Endorsed Course, but all Board Endorsed Courses contribute to a student's Higher School Certificate and appear on their HSC RoSA. Board Endorsed Courses do not count in the calculation of the ATAR.
Category A, Category B courses	<b>Categories of Board Developed courses set by UAC</b> to formulate rules for the eligibility of courses to contribute to the calculation of an ATAR. Category A courses are more academically challenging. Category B courses are still quite challenging but less so than Category A. Only 2 units of Category B courses can contribute to the calculation of an ATAR.

CCJSC	Callaghan College Jesmond Senior Campus
EVET	Externally Delivered Vocational Education and Training VET courses delivered by RTOS other the Department of Education's RTO (Public Schools, Tamworth)
HSC	Higher School Certificate
LLN	Language, literacy and numeracy - the ability to speak listen, read and write in English, and to use mathematical concepts.
Minimum Hours	A minimum of 100 hours must be completed in each course (about 85% of the NESA recommended time). Students must ensure that their attendance meets this requirement.
NESA	NSW Educational Standards Authority NESA replaced BOSTES in January 2017. It is responsible for school curriculum, assessment, and teaching and regulatory standards in NSW schools.
Pathway Pattern of Study	a Preliminary/HSC pattern of study extended over more than the usual 2 years It is possible to accumulate the Preliminary/HSC units over a period of up to 5 years.
Pattern of Study	the courses being studied
RoSA	Record of School Achievement Students leaving school before the completion of the HSC receive a RoSA.
RTO	Registered Training Organisation
SBAT	School Based Apprenticeship or Traineeship
UAC	University Admissions Centre (NSW)
Units	All courses are of 1-, 2-, 3- or 4-unit value. Most courses are 2 units per year. 1 unit = 60 hours lesson time = 50 marks
VET	Vocational Education and Training VET courses are relevant to industry needs and have clear links to post-school destinations. Students are able to achieve an ASQA Statement of Attainment, Certificate I, II or III depending on the course studied AND a HSC. At the end of the course students are reported as having <i>Achieved</i> or <i>Not Achieved</i> each unit of competency delivered. Students studying BD Category B VET courses are able to sit an optional HSC exam for the purpose of calculating an ATAR. This is separate to the achievement of units of competency and the qualification.

## Choosing Courses – some things to think about...

1

**Do I have an interest in the subject matter of the course?**

You will be **motivated to perform your best** when you have a real interest in the course content and have a desire to achieve the course outcomes.

2

**Do I have the assumed knowledge and level of skill recommended to be successful in the course?**

Do I have the **ability and level of skill** to cope with the demands of this course? If there is doubt in your mind, discuss your concerns with a teacher who knows you and who has some experience in teaching that course.

3

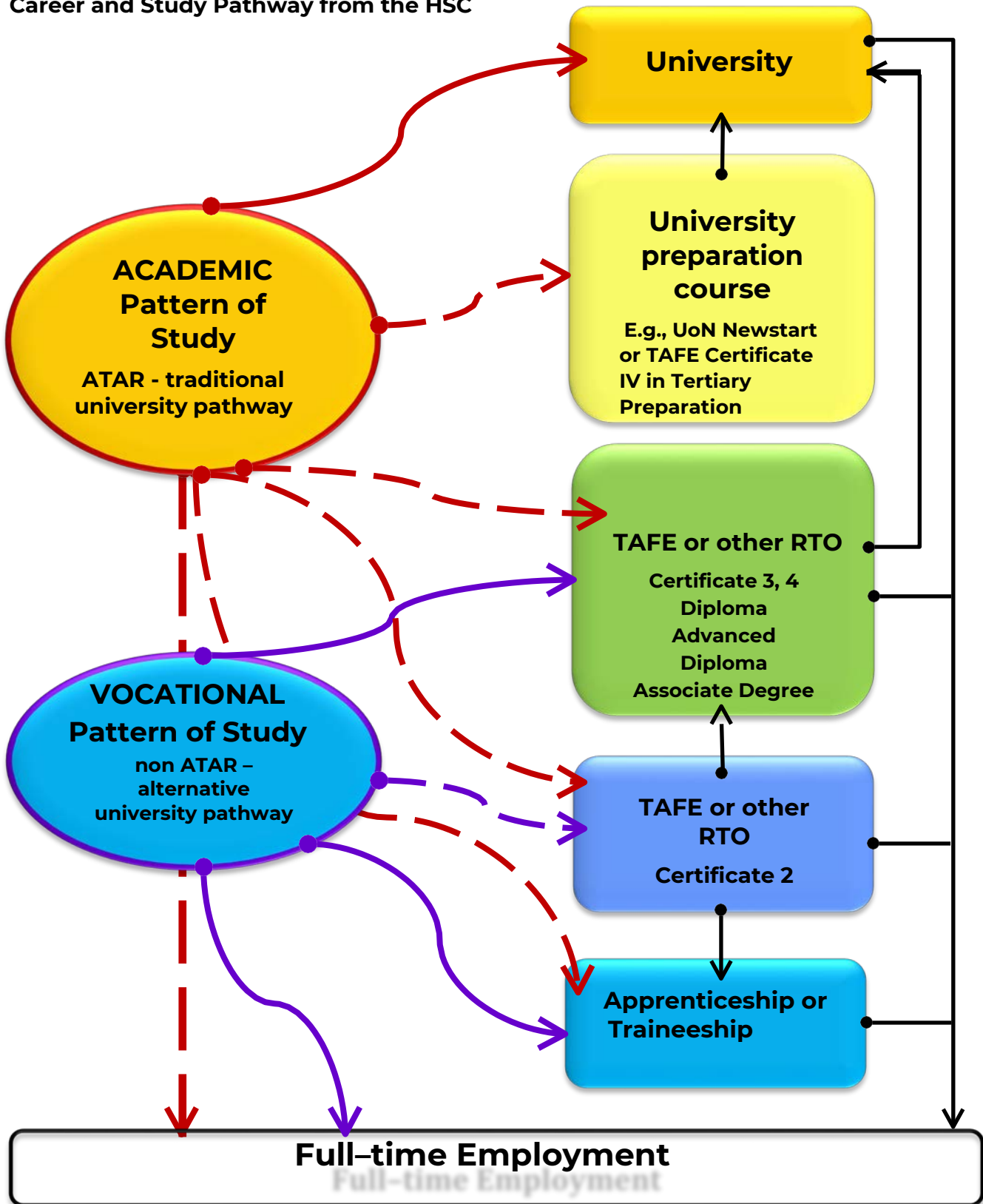
**Will this course help prepare me for a particular occupation, career path or tertiary program of study?**



**Students may choose courses that form either:**

- an academic pattern of study that offers a direct pathway to university study via the ATAR, **or**
- a vocational pattern of study offering a pathway to further education and/or employment.

**Career and Study Pathway from the HSC**





**To qualify for a HSC students must complete:**

- A minimum of 22 units in their Pattern of Study: 12 x Year 11 units and 10 x Year 12 units
- A minimum of 6 units of Board Developed Courses in each year.
- A minimum of 2 units of a Board Developed Course in English in each year.
- A maximum of 6 x Year 11 units and 7 x Year 12 units from science courses

**To qualify for a HSC and be eligible for an ATAR students must complete:**

- A minimum of 10 units of Board Developed Courses (BDC)
- A minimum of 8 units from Category A - BDC
- A minimum of 2 units of an English course in Category A or Category B (Optional examination)
- A maximum of 2 units from a Category B - BDC
- A minimum of four (4) subjects, three (3) x BDC of 2 units or greater

**Categories of courses offered as a part of the HSC:**

Board Developed Category A courses	<ul style="list-style-type: none"> <li>• have a formal external HSC exam at the end of Year 12</li> <li>• final HSC mark is calculated using a 50:50 combination of a student's examination mark and school-based assessment mark.</li> <li>• provide a good grounding for university study.</li> <li>• a minimum of 8 units from this category, in both years, are required to be eligible for an ATAR.</li> </ul>
Board Developed Category B courses	<ul style="list-style-type: none"> <li>• only one (1) x Board Developed Category B course can be counted towards an ATAR.</li> <li>• to count towards an ATAR students must sit the optional formal external exam at the end of Year 12.</li> </ul>
Board Endorsed courses	<ul style="list-style-type: none"> <li>• count towards the HSC but not an ATAR.</li> <li>• do not have a formal external exam at the end of Year 12</li> <li>• assessed by in-school assessment tasks.</li> <li>• a mark is provided to NESA by the school based entirely on the student's work and efforts in the course</li> </ul>
EVET courses delivered by other RTOs <i>Applied for separately through the EVET Tool. Students can study only one EVET course.</i>	<ul style="list-style-type: none"> <li>• can be Board Developed Category B or Board Endorsed</li> </ul>
Life Skills courses  See page 10	<ul style="list-style-type: none"> <li>• count towards the HSC but not an ATAR.</li> <li>• do not have a formal external exam at the end of Year 12</li> <li>• provide a curriculum option for students with special education needs and for whom the regular outcomes and content of BD and BE courses are not appropriate.</li> </ul>

## LIFE SKILLS COURSES

Students with special education needs which prevent them from successfully accessing regular courses are eligible to study Life Skills courses. Students accessing Life Skills courses can qualify for and achieve a HSC credential. There are no external HSC examinations for Stage 6 Life Skill courses and Life Skills courses do not contribute to an ATAR.

The school offers a range of Life Skill courses. Course availability is dependent on staffing and the number of students selecting the particular course. There are some discrete Life Skill classes, while other students undertaking Life Skills courses are integrated into regular classes. Life Skills syllabuses are followed to help students achieve outcomes appropriate to their identified needs.

Placement into Life Skills courses is ONLY made through an interview with the Head Teacher Student Services.

Students in a support class in the Special Education faculty are placed by a regional panel. Course selection for these students is made at an interview with the Special Education faculty.

The 'thumbs up' icon has been included on a number of courses that students in Special Education classes have enrolled in. Their engagement in these courses has been very successful for their learning. These courses are highly recommended for these students.



### Available courses are:

English Life Skills

Mathematics Life Skills

Science Life Skills

Work and the Community Life Skills

Science Life Skills

- Earth and Space Science Life Skills
- Investigating Science Life Skills
- Living World Science Life Skills
- Physical World Science Life Skills

Human Society and its Environment Life Skills

- Aboriginal Studies Life Skills
- Ancient History Life Skills
- Business and Economics Life Skills
- Geography Life Skills
- Modern History Life Skills
- Society and Culture Life Skills
- Studies of Religion I and II Life Skills

PDHPE Life Skills

Community and Family Studies Life Skills

Creative Arts Life Skills

- Dance Life Skills
- Drama Life Skills
- Music Life Skills
- Visual Arts Life Skills

Technology Life Skills

- Agriculture Life Skills
- Design and Technology Life Skills
- Food Technology Life Skills
- Industrial Technology Life Skills
- Information Processes and Technology Life Skills
- Textiles and Design Life Skills

## VOCATIONAL EDUCATION AND TRAINING (VET)

VET courses are relevant to industry needs and have clear links to post-school destinations. These courses enable students to achieve an ASQA Statement of Attainment, Certificate I, II or III, depending on the particular course studied, and contribute units towards the HSC.

A student is assessed for competency against standards set by industry for skill performance. At the end of the course students are reported as having *Achieved* or *Not Achieved* each unit of competency delivered.

Students studying BD Category B VET courses are able to sit an optional HSC exam for the purpose of calculating an ATAR. This is separate to the achievement of units of competency and the ASQA qualification.

### VET courses delivered at school.

Board Developed Category B courses	Board Endorsed course
<ul style="list-style-type: none"> <li>• Business Services</li> <li>• Construction</li> <li>• Entertainment Industry</li> <li>• Hospitality                             <ul style="list-style-type: none"> <li>- Food and Beverage</li> <li>- Kitchen Operations</li> </ul> </li> <li>• Retail Services</li> </ul>	<ul style="list-style-type: none"> <li>• Furniture Making Pathways</li> <li>• Manufacturing and Engineering</li> <li>• Music Industry</li> <li>• Sport Coaching</li> </ul>
	EVET courses delivered at school (require separate application)
	<ul style="list-style-type: none"> <li>• Salon Assistant (Hairdressing)</li> </ul>

A wide variety of other VET courses delivered off campus are available through EVET.

### SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBATs)

A School based apprenticeship or traineeship provides a student with the opportunity to attain a nationally recognised VET Certificate II or Certificate III qualification as well as their Higher School Certificate (HSC) and **gain valuable work skills and experience through paid employment** that will improve their future employment prospects.

SBATs work the equivalent of one day per week, while studying for their HSC. The formal off the job training generally contributes 4 - 6 units towards the total of 22 units required to complete the HSC. They are also enrolled in the Board Endorsed 2-unit course, Industry-Based Learning, which recognises the significant work component involved in their SBAT.

Students are responsible for catching up on work missed while attending work. Although we do our best to arrange a student's timetable to minimise disruption to school courses, students will miss some classes.

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

For more information and to express an interest in becoming an SBAT please email Mark Thornton, [Mark.thornton@det.nsw.edu.au](mailto:Mark.thornton@det.nsw.edu.au)

SBATS are available in wide range of vocational fields - a selection is listed below.

- |                                      |                                     |                          |
|--------------------------------------|-------------------------------------|--------------------------|
| • Business Administration            | • Aeroskills                        | • Warehousing Operations |
| • Business Services                  | • Automotive Body Repair Technology | • Community Pharmacy     |
| • Financial Services                 | • Automotive Servicing Technology   | • Hairdressing           |
| • Individual Support (Aging)         | • Construction                      | • Hospitality            |
| • Health Services Assistance         | • Metal and Engineering             | • Retail Services        |
| • Early Childhood Education and Care | • Electrotechnology                 | • Floristry              |
| • Fitness                            | • Electronics                       | <i>and many more</i>     |

# BOARD DEVELOPED COURSES

## Category A

- have a formal external HSC exam at the end of Year 12
- final HSC mark is calculated using a 50:50 combination of the student's external HSC examination mark and school-based assessment mark.
- provide a good grounding for university study.

Students need a minimum of 10 units of Board Developed Category A  
**Or**  
 8 units of Board Developed Category A and  
 2 units of Board Developed Category B (sitting the optional HSC  
 examination) to be eligible for an ATAR.

BOARD DEVELOPED (BDC) Category A COURSES		
<p><b>ENGLISH</b>            English Advanced            English EAL/D            English Extension (Yr. 11 - 1 unit)            English Standard            English Extension 1 and 2</p> <p><b>MATHS</b>            Mathematics Advanced            Mathematics Standard            Mathematics Extension 1</p> <p><b>SCIENCE</b>            Biology            Chemistry            Earth and Environmental Science            Investigating Science            Physics</p> <p><b>PDHPE</b>            Community and Family Studies (CAFS)            Personal Development, Health and            Physical Education (PDHPE)</p>	<p><b>HUMAN SOCIETY and ITS ENVIRONMENT (HSIE)</b>            Aboriginal Studies            Ancient History            Business Studies            Economics            Geography            Legal Studies            Modern History            Society and Culture            Studies of Religion II</p> <p><b>LANGUAGES</b>            Chinese Beginners            Chinese Continuers            French Beginners            Japanese Beginners</p> <p><i>(Other Language courses may be available through Distance Education or the Saturday School of Community Languages)</i></p>	<p><b>CREATIVE ARTS (CAPA)</b>            Dance            Drama            Music 1            Visual Arts</p> <p><b>TECHNOLOGY (TAS)</b>            Design and Technology            Engineering Studies Food            Enterprise Computing            Technology Industrial            Technology</p> <ul style="list-style-type: none"> <li>• Graphic Technologies <i>or</i></li> <li>• Timber Products and Furniture Technologies</li> </ul> <p>Software Engineering            Textiles and Design</p>

## ENGLISH

Language shapes our understanding of ourselves and our world. It is the main way we relate to others and is at **the heart of human intellectual, social and emotional development. For these reasons English is a mandatory** subject from Kindergarten to Year 12 in the NSW curriculum.

To qualify for a HSC, students must complete at least 2 units of an English course in both their Year 11 and Year 12 Patterns of Study. Year 11 students can choose between:

**Board Developed Category A:** English Advanced, English Standard, or English EAL/D. 1 unit English Extension can be studied with English Advanced.

**Board Developed Category B:** English Studies

English Life Skills is available for students whose special education needs indicate that this is the most appropriate choice.

English Advanced

2 units

In this course students explore the ways that events, experiences, ideas, and processes are represented in and through texts. It requires students to analyse and evaluate texts through critical readings. Students will further develop their skills in reading, writing, listening, speaking, viewing and representing.

Additional information: All students in Standard and Advanced English will study a common course initially. The courses will be differentiated to cater for the learning of all students.

Students who wish to study English Extension must select English Advanced.

← Make Meaning through Language →	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>• Common Module: Reading to Write</li> <li>• Module A: Narratives that Shape our World</li> <li>• Module B: Critical Study of Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Common Module: Texts and Human Experiences</li> <li>• Module A: Textual Conversations</li> <li>• Module B: Critical Study of Literature</li> <li>• Module C: The Craft of Writing</li> </ul>
<p><i>Students will study a range of text types drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. One text will be a Shakespearean drama. Students need to support their study of texts with their own wide reading.</i></p>	<p><i>Students will study four prescribed texts closely, one drawn from each of the following categories:</i></p> <ul style="list-style-type: none"> <li>• Shakespearean drama</li> <li>• Prose fiction</li> <li>• Poetry</li> <li>• Drama</li> </ul>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017>

English Standard	2 units
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In this course students explore the ways in which events, experiences, ideas and processes are represented in and through texts. The course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning. Students will further develop their skills in reading, writing, listening, speaking, viewing and representing.

**Additional information:** All students in Standard and Advanced English will study a common course initially. The courses will be differentiated to cater for the learning of all students.

<span style="float: left;">←</span> <b>Make Meaning through Language</b> <span style="float: right;">→</span>	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>•Common Module: Reading to Write</li> <li>•Module A: Contemporary Possibilities</li> <li>•Module B: Close Study of Literature</li> </ul>	<ul style="list-style-type: none"> <li>•Common Module: Texts and Human Experiences</li> <li>•Module A: Language, Identity and Culture</li> <li>•Module B: Close Study of Literature</li> <li>•Module C: The Craft of Writing</li> </ul>
<p><i>Students will study ONE complex multimodal or digital text in Module A and ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text. Students need to support their study of texts with their own wide reading.</i></p>	<p><i>Students are required to closely study three prescribed texts, one drawn from each of the following categories:</i></p> <ul style="list-style-type: none"> <li>• prose fiction • poetry OR drama • film OR media OR nonfiction</li> </ul>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017>

English EAL/D	2 units
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The English EAL/D course may be studied by any student who has been educated **with English as the language of instruction for five years or less** before commencing Year 11. Students participate in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English. They learn to respond to and compose a wide variety of texts in order to be effective, creative and confident communicators. There is a particular emphasis on developing speaking and listening skills as these are integral to the development of EAL/D students' English language skills.

<span style="float: left;">←</span> <b>Make Meaning through Language</b> <span style="float: right;">→</span>	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>• Language and Texts in Context</li> <li>• Close Study of Text</li> <li>• Texts and Society</li> <li>• 1 other module developed by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Texts and Human Experiences</li> <li>• Language, Identity and Culture</li> <li>• Close Study of Literature</li> <li>• Focus on Writing</li> </ul>
<p><i>Students will study one substantial literary text, for example film, prose fiction, drama or a poetry text. They will also study a range of other texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. Students need to support their study of texts with their own wide reading.</i></p>	<p><i>Students study three types of prescribed texts, one drawn from each of the following categories:</i></p> <ul style="list-style-type: none"> <li>• prose fiction, • poetry OR drama, • film OR media OR nonfiction.</li> </ul>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017>

English Extension

1 unit

English Extension is for students with an interest in literature and a desire to pursue specialised study of English. Students explore ideas of value and consider how they arise and why some texts are considered culturally significant. It provides students who are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways.

All English Extension courses are 1 unit and **can only be studied with English Advanced**. The Preliminary English Extension course is a prerequisite for the two HSC Extension courses. Students can choose to study Extension 1 or Extension 1 and 2 in addition to English Advanced in their Year 12 pattern of study.

<b>English Extension Year 11 Course</b>	<b>English Extension 1 Year 12 Course</b>
<ul style="list-style-type: none"> <li>• Texts, Culture and Value</li> <li>• Related research project</li> </ul>	<ul style="list-style-type: none"> <li>• Common Module: Literary Worlds with ONE elective option</li> </ul>
Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures. Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project.	Students study at least THREE texts selected from a prescribed text list for the module study. Students are required to study at least TWO related texts

<b>English Extension 2 Year 12 Course</b>		<b>1 unit</b>
<ul style="list-style-type: none"> <li>• The Composition Process</li> <li>• Major Work</li> <li>• Literature Review</li> <li>• Reflection Statement</li> <li>• The Major Work Journal</li> </ul>	Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.	

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017>

Aboriginal Studies 2 units



The Aboriginal Studies course examines the historical and contemporary experiences of Aboriginal peoples. It aims to develop students' knowledge, understanding and skills about the inter-relationship between the concepts of an Aboriginal world view, a shared history of Australia and social justice, with a view to enabling students to be active and informed citizens.

**This course is often chosen:**

- to develop the cultural sensitivity and communication skills required for health, policing and community services careers.
- by Indigenous students to further develop cultural understanding
- by students with an interest in the rich cultural heritage of Aboriginal Australia

To be successful in this course a student needs to have sound literacy skills and have an interest in the social sciences.

Year 11 Course content	Year 12 Course content
<ul style="list-style-type: none"> <li>• Aboriginality and the Land</li> <li>• Heritage and Identity</li> <li>• International Indigenous Community: Comparative Study</li> <li>• Research and Inquiry Methods: Local Community Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Social Justice and Human Rights Issues</li> <li>• Case studies</li> <li>• Research and Inquiry Methods – Major Project</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/aboriginal-studies>

Ancient History 2 units



Ancient History enriches student's appreciation of humanity, introducing them to a range of cultures and beliefs, and the origin and influence of ideas, values and behaviours that are still relevant in the modern world.

Students develop critical thinking skills - interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments as they investigate themes, people and events of the ancient world. Students learn to analyse and challenge accepted theories and interpretations, especially in the light of new evidence or technologies and gain an understanding of the nature of conservation and preservation of the past.

To be successful in this course a student needs to have sound literacy skills and an interest in the humanities.

← Historical Concepts and Skills →	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>• Investigating Ancient History</li> <li>• Case Studies</li> <li>• Features of Ancient Societies</li> <li>• Historical Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Core Study: Cities of Vesuvius – Pompeii and Herculaneum</li> <li>• Ancient Societies</li> <li>• Personalities in their Times</li> <li>• Historical Periods</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017>



**Biology**

2 units

Biology is the branch of science concerned with the study of living things – their structure, function, and interrelationships. It explores the organisation of life, from the molecular level to the system levels of organisational structure and function, which exhibit evolution as a common source of unity and diversity. It includes developing an understanding of the interactions within and between organisms and their environment.

← Working Scientifically Skills →	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>• Cells as the Basis for Life</li> <li>• Organisation of Living Things</li> <li>• Biological Diversity</li> <li>• Ecosystem Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Heredity</li> <li>• Genetic Change</li> <li>• Infectious Disease</li> <li>• Non-Infectious Disease and Disorders</li> </ul>

To be successful in this course a student needs to:

- be committed to participating actively in practical work,
- be determined and willing to work consistently,
- use summarising, note taking and the collection of second-hand data to remember and process large amounts of information.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017>

**Business Studies**

2 units

The Business Studies course encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Research assignments and case studies analysing contemporary business strategies provide a rigour and depth that lays an excellent foundation for students in tertiary study and/or future employment.

To be successful in this course a student needs to have sound literacy and numeracy skills with an interest in the social sciences.

It is recommended that students also study a level of Mathematics.

Year 11 Course topics	Year 12 Course topics
<ul style="list-style-type: none"> <li>• Nature of Business</li> <li>• Business Management</li> <li>• Business Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Operations</li> <li>• Marketing</li> <li>• Finance</li> <li>• Human Resources</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies>

**Chemistry**

2 units

Chemistry is the branch of science concerned with the composition of substances, the nature of matter and materials, and the interaction between substances. The emphasis of this course is on the impact of chemistry on our everyday lives. Students will investigate the physical and chemical properties of a wide range of substances, their reactions and processes. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

← Working Scientifically Skills →	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>• Properties and Structure of Matter</li> <li>• Introduction to Quantitative Chemistry</li> <li>• Reactive Chemistry</li> <li>• Drivers of Reactions</li> </ul>	<ul style="list-style-type: none"> <li>• Equilibrium and Acid Reactions</li> <li>• Acid/base Reactions</li> <li>• Organic Chemistry</li> <li>• Applying Chemical Ideas</li> </ul>

To be successful in this course a student needs to:

- have an interest in scientific procedures,
- be able to think logically,
- be willing to sit down and take time to find the solution to a problem,
- be undertaking a level of Mathematics.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/chemistry-2017>

**Chinese Beginners**

2 units

Chinese is the language of communication of approximately one quarter of the world's population. Chinese is recognised as one of the fastest growing languages in New South Wales and has one of the largest groups of non-English background speakers in Australia.

China has a significant profile in economic, political and cultural developments, both globally and, in the Asia-Pacific region. Australia has a strong connection through trade, political and cultural contacts with both the People's Republic of China and other nations where Chinese communities are important contributors to their growth and diversity.

The study of Chinese provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

<b>Prescribed Topics:</b>	
<ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> </ul>	<ul style="list-style-type: none"> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations</li> </ul>

This course is only for students who have no prior knowledge or experience of the Chinese language, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or 5.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/beginners/chinese-beginners-syllabus>

<b>Chinese Continuers</b>	<b>2 units</b>
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Chinese is recognised as one of the fastest growing languages in New South Wales and has one of the largest groups of non-English background speakers in Australia. China has a significant profile in economic, political and cultural developments, both globally and, in particular, in the Asia-Pacific region. Australia has a strong connection through trade, political and cultural contacts with both the People’s Republic of China and other nations where Chinese communities are important contributors to their growth and diversity.

The study of Chinese provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

<b>Theme: the individual</b>	<b>Theme: the Chinese-speaking communities</b>	<b>Theme: the changing world</b>
<ul style="list-style-type: none"> <li>• personal identity</li> <li>• education and aspirations</li> <li>• recreation and leisure</li> <li>• travel experiences</li> </ul>	<ul style="list-style-type: none"> <li>• history and culture</li> <li>• lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>• youth issues</li> <li>• the world of work</li> <li>• tourism and hospitality</li> </ul>

This course is for students have had no more than one year’s formal education from the first year of primary education in a school where the Chinese is the medium of instruction. Students have had no more than three years residency in the past 10 years in a country where the Chinese is the medium of communication.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/chinese-continuers-syllabus>

<b>Community and Family Studies</b>	<b>2 units</b>
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This course focuses on the individual and their interactions with personal groups, family and the community. It looks at how the wellbeing of individuals, families and communities is affected by broader societal influences and how effective social structures are developed.

The course will challenge and extend students of all ability levels. Students participate in discussion, small group and individual learning experiences. The skills of inquiry and investigation are particularly important, given the ever-changing nature of society. Students complete a mandatory Independent Research Project in the HSC course.

This course will assist those seeking a career in the nursing, aged care, disability care or other health related fields.

<b>Year 11 Course modules</b>	<b>Year 12 Course modules</b>
<ul style="list-style-type: none"> <li>• Resource Management</li> <li>• Individuals and Groups</li> <li>• Families and Communities</li> </ul>	<ul style="list-style-type: none"> <li>• Research Methodology</li> <li>• Groups in Context</li> <li>• Parenting and Caring</li> <li>• Individuals and Work</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhp/community-family-studies-syllabus>

Dance

2 units



The aim of the Dance course is for students to experience, understand and value dance as an art form through the study of the performance, composition and appreciation of dance.

This course is for students who possess some basic dance training and experience and who love performing, choreographing and composing dance works. The focus is on contemporary dance, however, experience in other styles such as ballet, jazz, tap, hip hop, ballroom and cultural dance would also be of advantage. Physical training and preparation of the body is essential in this course.

Year 11 Course	Year 12 Course
<ul style="list-style-type: none"> <li>• Performance – body skills, safe dance and performance skills.</li> <li>• Composition – choreography and manipulating the elements of dance.</li> <li>• Appreciation – studying the history of dance and dance analysis.</li> <li>• Additional – public performances eg Star Struck, Hunter Dance Festival and visiting tutors</li> </ul>	<ul style="list-style-type: none"> <li>• Core –Performance Composition Appreciation</li> <li>• Major Study:                             <ul style="list-style-type: none"> <li>○ Performance <i>or</i></li> <li>○ Composition <i>or</i></li> <li>○ Appreciation <i>or</i></li> <li>○ Dance and Technology (Film and Video)</li> </ul> </li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/dance-syllabus>

Design and Technology

2 units

The Design and Technology course enables students to:

- Develop the design process skills of research, innovation, practical problem solving, and evaluation.
- Find out about technologies used to produce objects in modern industry.
- Learn how industries are set up and managed.
- Develop the documentation skills to produce design folios
- Learn the skills to manage and produce a major project of their own design
- Understand the relationship between design, technology, society and the environment

In the Year 11 course students undertake a number of practical mini design projects and study the historical and cultural influences on design.

The focal point of the Year 12 course is the student’s own major work, which can be a product, a system, or an environment. The major work includes a design folio documenting the complete major work process - the proposal, project management, development, realisation and evaluation. The major work forms part of both the school’s assessment and is marked by external examiners to make up 60% of the HSC external examination mark.

Students are not restricted in the type or combination of materials they may use for their major work however class time will mostly be spent in the computing room and metal and timber workshops.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/design-and-technology-syllabus>

**Drama** 2 units



This course is for any student with an interest in Drama. It acts as both an introductory course for students new to Drama and will extend experienced Drama students. Students who have not studied Drama previously will not be at a disadvantage.

Students learn about the practices of making, performing and critically studying Drama. They engage with these practices through individual and group experiences. Students must be willing and able to work independently and in pairs or groups.

Completion of an individual project and group performance are component of the HSC along with extended written responses to set texts; thus, writing skills along with performance skills are required. Drama is an exciting, creative and different course as well as intellectually challenging.

Year 11 Course components	Year 12 Course components
<i>Components are interrelated and are taught in an integrated program of study</i>	<ul style="list-style-type: none"> <li>• Australian Drama and Theatre</li> <li>• Studies in Drama and Theatre</li> <li>• Group Performance</li> <li>• Individual Project</li> </ul>
<ul style="list-style-type: none"> <li>• Improvisation, Play building, Acting</li> <li>• Elements of Production in Performance</li> <li>• Theatrical Traditions and Performance Styles</li> </ul>	

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus>

**Earth and Environmental Science** 2 units

This science course explores the Earth’s renewable and non-renewable resources and environmental issues. An understanding of the Earth’s resources and how we might live sustainably on the planet is at the core of Earth and Environmental Science.

Students develop and apply the Working Scientifically Skills to build their knowledge. Inquiry questions, practical and secondary-source investigations, and fieldwork are used to acquire a deeper understanding of the Earth’s features, naturally occurring phenomena, and cycles.

← Working Scientifically Skills →	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>• Earth’s Resources</li> <li>• Plate Tectonics</li> <li>• Energy Transformations</li> <li>• Human Impacts</li> </ul>	<ul style="list-style-type: none"> <li>• Earth’s Processes</li> <li>• Hazards</li> <li>• Climate Science</li> <li>• Resource Management</li> </ul>

Whilst most of the concepts are not overly complex, there is a lot of content to be covered so students must be dedicated to working consistently in class.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/earth-env-science-syllabus>

## BOARD DEVELOPED COURSES (BDC)

### Economics

2 units

This course is for any student who wishes to understand the everyday matters that influence the quality of life experienced by people throughout the world such as spending habits, business behaviour, house prices, share market, and the labour market. As students explore the theories behind policies implemented by governments, for example deficits, they develop their knowledge of the impacts these actions have on individuals, groups, and societies. Students who undertake the economics course have an opportunity to develop their skills to investigate and evaluate economic information from a variety of sources, and to participate in informed debate on decision-making in a changing economy.

Year 11 Course Content	Year 12 Course Content
<ul style="list-style-type: none"><li>• Introduction to Economics</li><li>• Consumers and Business</li><li>• Markets</li><li>• Labour Markets</li><li>• Financial Markets</li><li>• Government in the Economy</li></ul>	<ul style="list-style-type: none"><li>• The Global Economy</li><li>• Australia's Place in the Global Economy</li><li>• Economic Issues</li><li>• Economic Policies and Management</li></ul>

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

### Engineering Studies

2 units

This course is for students who are interested in following careers in Engineering, Architecture, Applied Science and other Technology and Design related areas at University and TAFE. Although there are no pre-requisites, students who have studied Industrial Technology – Engineering or Graphics in Year 10 will find the skills and knowledge gained an advantage. It is strongly advised that students attempting this course be capable of attempting Mathematics Advanced.

Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"><li>• Engineering Fundamentals</li><li>• Engineering Products</li><li>• Braking Systems</li><li>• Biomedical Engineering</li></ul>	<ul style="list-style-type: none"><li>• Civil Structures</li><li>• Personal and Public Transport</li><li>• Aeronautical Engineering</li><li>• Telecommunications Engineering</li></ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/engineering-studies-syllabus>

**Enterprise Computing ( Formerly known as IPT)**

2 units



The study of Enterprise Computing 11-12 equips students with an understanding of digital tools and processes and the importance of data in enterprise information systems, allowing them to effectively use and manage technologies in various settings. Students are encouraged to develop an entrepreneurial mindset by working collaboratively and applying system, design, and computational thinking skills, ensuring they can contribute to a world reliant on digital systems.

The course covers topics such as interactive media, networking systems, cybersecurity, data science, data visualization, and intelligent systems. Students use their acquired knowledge and skills to develop an enterprise project, which encourages collaboration and the development of team and communication skills. The course also focuses on the responsible and ethical application of digital systems, and the application of appropriate standards in the development of solutions. Through this course, students engage with technologies that improve access and participation in computing technologies across a range of enterprises.

<b>Year 11 Course content</b>	<b>Year 12 Course content</b>
<ul style="list-style-type: none"> <li>• Interactive Media and the User Experience</li> <li>• Networking Systems and Social Computing</li> <li>• Principles of Cybersecurity</li> </ul>	<ul style="list-style-type: none"> <li>• Data Science</li> <li>• Data Visualisation</li> <li>• Intelligent Systems</li> <li>• Enterprise</li> </ul>

<https://curriculum.nsw.edu.au/syllabuses/enterprise-computing-11-12-2022>

**Food Technology**

2 units

Food Technology is the study of food and the science behind it. We look at why food is so critical to our wellbeing. We discover how food components work together. We research the methods of food creation, production, preparation and consumption. Food Technology is an ideal course for those looking for a career in the food industry, health, nutrition, dietetics, food science or those interested in learning how it all works.

<b>Year 11 Course content</b>	<b>Year 12 Course content</b>
<ul style="list-style-type: none"> <li>• Food Availability and Selection</li> <li>• Food Quality</li> <li>• Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• The Australian Food Industry</li> <li>• Food Manufacture</li> <li>• Food Product Development</li> <li>• Contemporary Nutrition Issues</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/food-technology-syllabus>

**French Beginners** 2 units

Through this course students learn to appreciate the richness and diversity of the French language and culture.

French is one of the major languages in the world. It is used in parts of Europe, Canada, North America, Africa, the Middle East, the West Indies, the Indian Ocean region and the South Pacific region close to Australia, namely New Caledonia, Tahiti and Vanuatu. French, English and other European languages share a common link with Latin. Communicating in another language expands students' horizons and can strengthen their command of their first language.

Students develop the communication skills of listening, speaking, reading and writing in French as they investigate the prescribed topics.

<b>Prescribed Topics:</b>	
<ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> </ul>	<ul style="list-style-type: none"> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations</li> </ul>

This course is only for students who have no prior knowledge or experience of the French language, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or 5.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/beginners/french-beginners-s>

**Geography** 2 units



Geography is the study of places, people and environments, and their interrelationships. Students who undertake studies in this course develop their sense of curiosity about the places, environments and cultures that make up our world, becoming more familiar with its diversity and complexity.

The study of geography requires students to understand and apply geographical tools such as maps and other text types including fieldwork. Fieldwork in all its various forms, is central to geographical inquiry as it enables students to develop their understanding of the world through direct experience.

Furthermore, the course 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, and the role that individuals, communities, organisations, corporations and government play, collectively, in Maintaining the ecological processes on which human wellbeing and all life depend.

<b>Inquiry Methodologies</b>	
Geographical Concepts, Skills and Tools	
<b>Year 11 Course content</b>	<b>Year 12 Course content</b>
<ul style="list-style-type: none"> <li>• Earth's natural systems</li> <li>• People, patterns and processes</li> <li>• Geographical investigations</li> <li>• Human environment interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Global Ecosystems at Risk</li> <li>• Urban Places</li> <li>• People and Economic Activity</li> </ul>

Students should allow for excursion costs – particularly travel. About \$50 per year is anticipated.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/geography>



### Industrial Technology

2 units

Industrial Technology is a practical, non-vocational course. Both the Year 11 and Year 12 courses are organised around four sections:

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

The Year 11 course uses Project Work for students to acquire the required practical and theoretical knowledge needed to complete a major work in the Year 12 course. Students also study structural, technological, and environmental issues that affect the industry.

The Year 12 course focuses on the student's own major work. The major work includes a design folio documenting the complete major work process - the proposal, project management, development, realisation and evaluation. The major work forms part of both the school's assessment and is marked by external examiners to make up 60% of the HSC external examination mark. The remaining 40% of the HSC external examination mark is from a written examination. Students undertake an in-depth study of one company within the industry and produce a report based on that study

Students choose **ONE** focus area that is studied in both the Year 11 and Year 12 courses. The two (2) focus areas available are:

### Graphic Technologies

In the Graphic Technologies focus students develop CAD drawing and model making skills. There are no pre- requisites for Industrial Technology - Graphics Technologies however students who have studied Graphics Technology in Stage 5 will find their knowledge and skills an advantage in this course.

### Timber Products and Furniture Technologies

There are no pre-requisites for Industrial Technology - Timber Products and Furniture Technologies however students who have studied Wood or Graphics Technology in Stage 5 will find their knowledge and skills an advantage in this course.

Students cannot study Furniture Making Pathways (VET) with Industrial Technology - Timber Products and Furniture Technologies.

Students can only study ONE of the above Industrial Technology focus areas.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/industrial-technology>



**Investigating Science** 2 units

The Investigating Science course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. Students can choose this course as a stand-alone science course or to complement their other science courses.

Students investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

<span style="float: left;">←</span> <b>Working Scientifically Skills</b> <span style="float: right;">→</span>	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>Cause and Effect - Observing</li> <li>Cause and Effect – Inferences and Generalisations</li> <li>Scientific Models</li> <li>Theories and Laws</li> </ul>	<ul style="list-style-type: none"> <li>Scientific Investigations</li> <li>Technologies</li> <li>Fact or Fallacy?</li> <li>Science and Society</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/investigating-science-2017>

**Japanese Beginners** 2 units

Through this course students learn to appreciate the richness and diversity of the Japanese language and culture.

Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. Studying Japanese provides students with opportunities for future study and employment, both domestically and internationally, across a wide range of industry areas, particularly hospitality, tourism and international relations.

Students develop the communication skills of listening, speaking, reading and writing in Japanese as they investigate the prescribed topics.

<b>Prescribed Topics:</b>	
<ul style="list-style-type: none"> <li>Family life, home and neighbourhood</li> <li>People, places and communities</li> <li>Education and work</li> </ul>	<ul style="list-style-type: none"> <li>Friends, recreation and pastimes</li> <li>Holidays, travel and tourism</li> <li>Future plans and aspirations</li> </ul>

This course is only for students who have no prior knowledge or experience of the Japanese language, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or 5.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/beginners/japanese-beginners-syllabus>

**Legal Studies** 2 units

The focus of this course is the legal system and its effectiveness in promoting a just and fair society. Students learn about legal concepts, the legal system, how law is made and reformed, how it responds to contemporary issues, and how it guides and protects individual and community rights.

Through the Legal Studies course students are able to develop:

- confidence in approaching and accessing the legal system,
- a better appreciation of the relationship between social and legal structures,
- knowledge of their basic legal rights and responsibilities in a broad selection of contexts, and
- the skills of critical analysis, independent research, collaboration, and effective communication.

To be successful in this course a student needs to have sound literacy skills. Legal Studies is a valuable foundation for a range of tertiary courses as well as employment and full and active participation as citizens.

Year 11 Course modules (Mandatory)	Year 12 Course modules	
<ul style="list-style-type: none"> <li>• The Legal System</li> <li>• The Individual and the Law</li> <li>• Law in Practice</li> </ul>	Core Part I - Crime Core Part II - Human Rights Options (Select TWO) <ul style="list-style-type: none"> <li>• Family</li> <li>• Shelter</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous people</li> <li>• Workplace</li> <li>• Consumers</li> <li>• Global Environment Protection</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies>

**Mathematics Standard** 2 units

The Mathematics Standard course focuses on mathematical skills with direct application to everyday activities providing a background for occupations requiring the use of basic mathematical and statistical techniques.

The course is intended for students who have displayed competence in Stage 5.2 or Stage 5.1 Mathematics. Students who struggled with Stage 5.1 outcomes will find this course very difficult and are encouraged to consider other options within our faculty. .

At the completion of the Year 11 Mathematics Standard course students choose to study either Standard 1 or Standard 2. Mathematics Standard 2 is a BDC Category A course while Standard 1 is a BDC Category B course.

	Year 11 Standard topics	Year 12 Standard 1 topics	Year 12 Standard 2 topics
<b>Working Mathematically</b>	<ul style="list-style-type: none"> <li>• Formulae and Equations</li> <li>• Linear Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Types of Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Types of Relationships</li> </ul>
	<ul style="list-style-type: none"> <li>• Applications of Measurement</li> <li>• Working with Time</li> </ul>	<ul style="list-style-type: none"> <li>• Right Angles Triangles</li> <li>• Rates</li> <li>• Scaled Drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Non-right-angled Trigonometry</li> <li>• Rates and Ratios</li> </ul>
	<ul style="list-style-type: none"> <li>• Money Matters</li> </ul>	<ul style="list-style-type: none"> <li>• Investment Depreciation and Loans</li> </ul>	<ul style="list-style-type: none"> <li>• Investments and Loans</li> <li>• Annuities</li> </ul>
	<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Relative Frequency and Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Further Statistical Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Bivariate Data Analysis</li> <li>• The Normal Distribution</li> </ul>
		<ul style="list-style-type: none"> <li>• Networks and Paths</li> </ul>	<ul style="list-style-type: none"> <li>• Network Concepts Critical Path Analysis</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017>

Mathematics Advanced

2 units

The Mathematics Advanced course extends student's working mathematical skills and their understanding of how 'real-world' problems can be solved using mathematical models. It provides a basis for the study of mathematics as a minor discipline at tertiary level, in courses such as the life sciences or commerce.

This course is intended for students who have displayed competent skills and outcomes whilst studying the Stage 5.3 Mathematics Course or who have achieved outstanding outcomes whilst studying Stage 5.2 Mathematics. Students must be aware of the complex nature of this course and be prepared for critical problem solving and most importantly algebraic rigour.

Working Mathematically	Year 11 topics	Year 12 topics
	<ul style="list-style-type: none"> <li>Working with Functions</li> </ul>	<ul style="list-style-type: none"> <li>Graphing Techniques</li> </ul>
	<ul style="list-style-type: none"> <li>Trigonometry and Measure of Angles</li> <li>Trigonometric Functions and Identities</li> </ul>	<ul style="list-style-type: none"> <li>Trigonometric Functions and Graphs</li> </ul>
	<ul style="list-style-type: none"> <li>Introduction to Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>Differential Calculus</li> <li>The Second Derivative</li> <li>Integral Calculus</li> </ul>
	<ul style="list-style-type: none"> <li>Exponential and Logarithmic Functions</li> </ul>	<ul style="list-style-type: none"> <li>Modelling Financial Situations</li> </ul>
	<ul style="list-style-type: none"> <li>Descriptive Statistics</li> <li>Probability</li> <li>Discrete Probability Distributions</li> </ul>	<ul style="list-style-type: none"> <li>Bivariate Data Analysis</li> <li>Random Variables</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017>

Mathematics Extension 1

1 unit

**The extension course must be studied with Mathematics Advanced.** It is a recommended minimum for tertiary studies in mathematics as a major discipline and for the study of mathematics in the physical and engineering sciences.

The course is intended for students who have displayed mastery of Stage 5 Mathematics outcomes. Students with outstanding mathematical ability should consider undertaking the Extension 2 course in Year 12.

Working Mathematically	Year 11 Extension topics	Year 12 Extension 1 topics	Year 12 Extension 2 topics
	Functions Polynomials	Proof by Mathematical Induction	
	Inverse Trigonometric Functions Further Trigonometric Identities	Vectors	
	Calculus: Rates of Change	Trigonometric Equations	Complex Numbers
	Combinatorics	Further Calculus Skills Applications of Calculus	Advanced Calculus Skills Applications of Calculus to Mechanics
		Statistical Analysis: The Binomial Distribution	

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017>

**Modern History**

2 units

The Modern History course is designed for students who are interested in the world around them, and who like to question why it is the way it is. It challenges them to think critically about the technological, economic, political and moral changes of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Students investigate the forces that have shaped the world, through the analysis and interpretation of sources. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

← <b>Historical Concepts and Skills</b> →	
<b>Year 11 Course modules</b>	<b>Year 12 Course modules</b>
Investigating Modern History <ul style="list-style-type: none"> <li>• The Nature of Modern History</li> <li>• Case Studies</li> </ul> Historical Investigation The shaping of the Modern World	<ul style="list-style-type: none"> <li>• Core Study: Power and Authority in the Modern World 1919–1946</li> <li>• National Studies</li> <li>• Peace and Conflict</li> <li>• Change in the Modern World</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017>

**Music 1**

2 units

This course is for students with an interest in all types of music regardless of their past musical experience. Students may already be proficient musicians or beginners with little prior knowledge. Students' musical tastes and interest may vary widely, and they are all catered for in this course.

This course is highly flexible, it allows students to choose both the topics they study and the elective areas they wish to specialise in. In the final HSC examination 70% of the examination marks are allocated to the student's elective choices. In the Year 11 and Year 12 courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Three topics (musical contexts) are studied each year. Samples of the topics (context) that might be used are:

<b>Year 11 Course content</b>	<b>Year 12 Course content</b>
<ul style="list-style-type: none"> <li>• Music for Small Ensembles</li> <li>• Australian Music</li> <li>• Music for Film, Radio Television and Multimedia</li> </ul>	<ul style="list-style-type: none"> <li>• An Instrument and it's repertoire</li> <li>• Music of the 20/21<sup>st</sup> Century</li> <li>• Rock/Popular Music</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus>

**Personal Development, Health and Physical Education (PDHPE) 2 units**

PDHPE is an academic course focused on the health of individuals and communities and the factors that influence movement, skill and physical activity levels. Health is examined from a social perspective; how the values and beliefs, and the sociocultural and physical environments in which we live impact our health status and inform sustainable solutions for better health. Students study the scientific aspects of movement such as anatomy, physiology, biomechanics and skill acquisition as well as aspects of history, economics, gender and media that impact on participation in physical activity and how it is valued.

The course is suitable for those interested in a career in the Health Sciences or Sport and Recreation industries and for those looking for an interesting, relevant and interesting course.

<b>Year 11 Course modules</b>	<b>Year 12 Course modules</b>
<ul style="list-style-type: none"> <li>Better Health for Individuals</li> <li>The Body in Motion</li> </ul> Two of the following options <ul style="list-style-type: none"> <li>First Aid</li> <li>Outdoor Recreation</li> <li>Fitness Choices</li> </ul>	<ul style="list-style-type: none"> <li>Health Priorities in Australia</li> <li>Factors Affecting Performance</li> </ul> Two of the following three options: <ul style="list-style-type: none"> <li>Sport and Physical Activity in Australia</li> <li>Improving Performance</li> <li>Sports Medicine</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus>

**Physic 2 units**

A study of Physics allows students to better understand the physical world and how it works. Students who study physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities. This course provides a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields.

← <b>Working Scientifically Skills</b> →	
<b>Year 11 Course modules</b>	<b>Year 12 Course modules</b>
<ul style="list-style-type: none"> <li>Kinematics</li> <li>Dynamics</li> <li>Waves and Thermodynamics</li> <li>Electricity and Magnetism</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Mechanics</li> <li>Electromagnetism</li> <li>The Nature of Light</li> <li>From the Universe to the Atom</li> </ul>

**To be successful in this course students need to:**

- have good literacy and numeracy skills,
- be self-motivated, independent workers,
- be able to logically develop a sequence of ideas and apply these ideas to new and unusual situations,
- be undertaking a level of Mathematics.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics-2017>

**Society and Culture**

2 units

The Society and Culture course focuses on the interactions between five fundamental concepts - persons, societies, cultures, environments, and time. These concepts are central to our understanding of how societies work. The course enables students to achieve social and cultural literacy and develop an understanding of themselves, their own society and culture, as well as societies and cultures of others.

Social and cultural research methods are developed throughout the course culminating in a Personal Interest Project (PIP) in the Year 12 course. The PIP forms part of both the school's assessment and is marked by external examiners to make up 40% of the HSC external examination mark.

This course is an excellent preparation for tertiary studies in the Humanities. To be successful in this course a student needs sound literacy skills, particularly in research and communication.

Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>• The Social and Cultural World</li> <li>• Personal and Social Identity</li> <li>• Intercultural Communication</li> </ul>	Social and Cultural Continuity and Change (CORE) Personal Interest Project - PIP (CORE) Two options drawn from <ul style="list-style-type: none"> <li>• Belief Systems and Ideologies</li> <li>• Popular Culture</li> <li>• Social Inclusion and Exclusion</li> <li>• Social Conformity and Nonconformity</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture>

**Software Engineering ( Previously Known as SDD)**

2 units

The study of Software Engineering 11-12 provides students with a comprehensive understanding of software engineering as a facet of computer science. Through this course, students develop knowledge and skills in software engineering, hardware, software integration, and the development, implementation, and evaluation of computer programs. They learn to approach problem-solving systematically when designing and developing software solutions, which promotes a deeper understanding of fundamental concepts, programming languages, and innovative technologies.

In addition to programming fundamentals, the course covers topics such as mechatronics programming, secure software architecture, programming for the web, and software automation. Students apply their knowledge and skills to develop a software engineering project, which encourages collaboration and the development of team and communication skills. They also explore the impact of computing technology on society and the environment and engage with technologies that improve access and participation in a range of industries.

Year 11 Course content	Year 12 Course strands
<ul style="list-style-type: none"> <li>• Programming Fundamentals</li> <li>• The Object-Oriented Paradigm</li> <li>• Programming Mechatronics</li> </ul>	<ul style="list-style-type: none"> <li>• Secure Software Architecture</li> <li>• Programming for the Web</li> <li>• Software Automation</li> <li>• Software Engineering Project</li> </ul>

<https://curriculum.nsw.edu.au/learning-areas/tas/software-engineering-11-12-2022>



**Studies of Religion II** 2 units

The Studies of Religion course does not promote any single religious view or faith, but rather examines the nature and significance of religion across the world. Students critically examine the influence of belief systems and religious traditions on individuals and cultures within Australian society and the wider global context. The course considers Australian Aboriginal beliefs and spiritualities, ancient religions and the major religious traditions of Buddhism, Hinduism, and Judaism.

The course suits students who have an interest in human behaviour and expression and who are willing to be open minded. The course is intended to build acceptance of religious diversity and an understanding that each religious tradition has its own integrity and contribution to make in a well-ordered society.

To be successful in this course a student needs to have sound literacy skills and a willingness to further develop their critical and conceptual thinking skills.

Year 11 Course strands	Year 12 Course strands
<ul style="list-style-type: none"> <li>• Nature of Religion and Beliefs</li> <li>• 3 Religious Tradition Studies</li> <li>• Religions of Ancient Origin</li> <li>• Religion in Australia pre-1945</li> </ul>	<ul style="list-style-type: none"> <li>• Religion and Belief Systems in Australia post- 1945</li> <li>• 3 Religious Tradition Depth Studies</li> <li>• Religion and Peace</li> <li>• Religion and Non-Religion</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-2>

**Textiles and Design** 2 units

Do you want to be the next Collette Dinnegan or Wayne Cooper? Do you enjoy the creative flair of design? Do you follow fashion trends or show an interest in new designs? Perhaps Textiles and Design is your course. Over 2 years you will study the design and construction of textile items, the structure of fibre and yarns, the textile industry, the history and culture of fashion, and a contemporary designer.

Practical experiences are integrated through the course covering project work, fashion drawing techniques and experimental tasks. For the Year 12 course, students will be required to develop a Major Textile Project which is focused on an area of interest. This has two components: the textile item(s) produced and the supporting documentation detailing design inspiration, visual design development, manufacturing specification and investigation, experimentation and evaluation. The Major Textiles Project is marked by external examiners to make up 50% of the HSC. .

Year 11 Course content	Year 12 Course content
<ul style="list-style-type: none"> <li>• Design</li> <li>• Properties and Performance of Textiles</li> <li>• Australian Textile, Clothing, Footwear and Allied Industries</li> </ul>	<ul style="list-style-type: none"> <li>• Design</li> <li>• Properties and Performance of Textiles</li> <li>• Australian Textile, Clothing, Footwear and Allied Industries</li> <li>• Major Textiles Project</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/textiles-and-design-syllabus>



Visual Arts

2 units

The study of Visual Arts is recommended for students who are interested in creative work. The course provides an opportunity for developing and refining student skills and extending their appreciation of the Visual Arts.

There is no prerequisite for this course; however, studying Visual Arts and/or Photography in Years 7-10 is an advantage.

Visual Arts involves students in the practices of Art Making, Art Criticism and Art History. Students develop their own artworks in an area of interest, producing a 'Body of Work' in the Year 12 course that reflects their knowledge and understanding about art making. Students critically and historically investigate artworks and artists from Australia as well as those from other cultures, traditions and eras.

The Year 12 Body of Work forms part of both the school's assessment and is marked by external examiners to make up 50% of the HSC external examination mark.

**In the Year 11 Course students learn about:**

- the nature of practice in art making, art criticism, and art history through different investigations
- agencies in the art world – artist, artwork, world, audience
- the frames and how students might develop their own informed points of view.
- how they might develop meaning and interest in their work
- building understanding over time through various investigations and through working in different forms

**In the Year 12 Course students learn about:**

- how they may 'own' practice in art making, art criticism, and art history.
- how they may further relate concepts of the art world involving the agencies of artist, artwork, world, audience.
- how they may develop their own informed points of view in increasingly independent ways using the frames
- how they may further develop meaning and interest in their work.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus>

# BOARD DEVELOPED COURSES

## Category B

- have an optional formal external HSC exam at the end of Year 12 for those students wanting an ATAR.
- for English Studies and Mathematics Standard 1, the final HSC mark will be calculated using a 50:50 combination of the student’s external HSC examination mark and school-based assessment mark
- VET courses are recorded on the HSC without a mark, except where the student has sat the optional HSC exam. Students achieve competencies in VET courses that are reported separately on the ASQA Statement of Attainment or Credential achieved.

Students can use a maximum of 2 units of a Board Developed Category B course to count towards an ATAR.

BOARD DEVELOPED Category B COURSES delivered at Jesmond Senior Campus	
non-VET courses	VET courses
English Studies Mathematics Standard – Maths in Trade	Business Services Construction Entertainment Industry Hospitality <ul style="list-style-type: none"> <li>• Food and Beverage, or</li> <li>• Kitchen Operations</li> </ul> Retail Services

English Studies 2 unit



The English Studies course supports students in developing proficiency in English to enhance their personal, social, and vocational lives. It offers students a comprehensive language experience designed to further develop their skills in reading, writing, listening, speaking, viewing and representing. English Studies addresses the needs of students following a vocational pathway.

**Additional Information:** in Year 12 students will complete the mandatory common module, Texts and Human Experiences, as their first unit of work, giving students the opportunity to sit the optional HSC examination and have the course contribute to an ATAR, if they wish.

<b>Make Meaning through Language</b>	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>Mandatory Module: Achieving through English: English in education, work and community.</li> <li>Elective 1: Landscapes of the Mind</li> <li>Elective 2: We are Australian</li> </ul>	<ul style="list-style-type: none"> <li>Common Module: Texts and Human Experiences</li> <li>Elective 1: Digital Worlds</li> <li>Elective 2: Mi Tunes</li> </ul>
<i>Students study a selection of other modules.</i>	

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017>

Mathematics Standard – Maths in Trade 2 unit



The Mathematics Standard – Maths in Trades is provided for those, students choosing the combination of Construction and Mathematics Standard. It focuses on mathematical skills with direct application to everyday construction activities providing a background for the use of basic mathematical and statistical techniques.

The course is intended for students who have displayed competence in Stage 5.2 or Stage 5.1 Mathematics. Students who struggled with Stage 5.1 outcomes will find some difficulty with this course and are encouraged to consider other options within our faculty.

At the completion of the Year 11 Mathematics Standard – Rhombus course students will progress to the Mathematics Standard 1 course.

Mathematics Standard 2 is a BDC Category A course with mandatory exam whilst Standard 1 is a BDC Category B course with optional examination.

	Year 11 Standard topics	Year 12 Standard 1 topics	
<b>Working Mathematically</b>	<ul style="list-style-type: none"> <li>Formulae and Equations</li> <li>Linear Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Types of Relationships</li> </ul>	
	<ul style="list-style-type: none"> <li>Applications of Measurement</li> <li>Working with Time</li> </ul>	<ul style="list-style-type: none"> <li>Right Angles Triangles</li> <li>Rates</li> <li>Scaled Drawings</li> </ul>	
	<ul style="list-style-type: none"> <li>Money Matters</li> </ul>	<ul style="list-style-type: none"> <li>Investment Depreciation and Loans</li> </ul>	
	<ul style="list-style-type: none"> <li>Data Analysis</li> <li>Relative Frequency and Probability</li> </ul>	<ul style="list-style-type: none"> <li>Further Statistical Analysis</li> </ul>	
			<ul style="list-style-type: none"> <li>Networks and Paths</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017>

**Business Services (VET)**

2 units



Business Services underpin the work of organisations in all sectors of the economy from large commercial enterprises through to small not-for-profit organisations. The skills developed in this course are useful across a wide range of industry sectors and in daily life.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/business-services-syllabus>

**Construction (VET)**

2 units



In this course students develop underpinning knowledge and skills related to work in the construction industry. Occupations in the construction industry include carpenters, joiners, roof tilers, plasterers, bricklayers, painters and decorators, floor finishers and plumbers. There are currently skill shortages in many of the construction trades.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/construction-syllabus>

**Entertainment Industry (VET)**

2 units

In this course students develop underpinning knowledge and skills related to work in the entertainment industry.

The Certificate III Entertainment Industry course offers students the opportunity to gain experience in theatre lighting, staging, and audio operations. Students will work to develop skills in these areas with the aim of producing a live event.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/construction-syllabus>

**Hospitality (VET)**

2 units

Hospitality focuses on providing customer service. Hospitality competencies are required for students to participate in cafes, catering organisations and resorts.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/hospitality-syllabus> At CCJC students choose between two focus areas, Food and Beverage or Kitchen

Operations.

Selection of the Hospitality-Kitchen Operations stream in Year 11 provides students with the opportunity to achieve two qualifications. By undertaking the Hospitality Specialisation course in Year 12 they are able to achieve a Certificate II in Hospitality – SIT20322 AND a Certificate II in Cookery – SIT20421.

### Hospitality – Food and Beverage



The Food and Beverage course covers 'front of house operations'. Students learn the skills to provide quality customer service in the food and beverage industry.

### Hospitality – Kitchen Operations

The Kitchen Operations course covers 'back of house operations'. Students learn skills to work in a commercial kitchen.

### Retail (VET)

2 units



Retail job roles include sales assistant, retail supervisor, retail manager and visual merchandiser. Retail trade is the largest employing industry of workers aged 15–24 years, offering many their first job and equipping them with skills for the rest of their career. Retail Services is delivered as a Certificate III course and requires sound literacy and numeracy skills.

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/retail-services-syllabus-18.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/retail-services-syllabus-18.pdf)

### **All school delivered VET Board Developed Category B courses are offered through NSW Public Schools Tamworth RTO 90162.**

*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).*

*The following page gives information from NSW Public Schools Tamworth RTO 90162 that applies to all the Board Developed Category B VET courses offered through NSW Public Schools Tamworth RTO 90162. It is to be read in conjunction with each of the course descriptions that follow.*

## Assessment and course completion

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### Competency-based assessment

Students in these courses 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 these courses 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 Unit x 1 year courses: 35 hours
- 2 Unit 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 these courses 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.

### 'N' Determinations

Where a student has not met NESA course completion criteria, (including meeting work placement requirements), they may receive an 'N' Determination (course not satisfactorily completed). Students issued with an 'N' Warning letter will be instructed which task/s must be completed. Students who receive more than two (2) 'N' Warning letters 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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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

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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)

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School-based traineeships are available in these courses. To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/> apprenticeship and traineeships as part of your HSC. Your school SBAT Coordinator, Careers Advisor/VET Coordinator or VET Teacher is available to discuss.

## BUSINESS SERVICES COURSE DESCRIPTION

### BSB30120 Certificate III in Business

Public Schools NSW, Tamworth Registered Training Organisation 90162

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

Course: **Business Services**  
Board Developed Course (240 hour)

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

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business (Release 1) <https://training.gov.au/training/details/bsb30120>. You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, student must achieve 13 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

#### Business Services Training Package (BSB 8.0)

##### Units of Competency

Core		Electives	
BSBCRT311	Apply critical thinking skills in a team environment	BSBTEC202	Use digital technologies to communicate in the work environment
BSBPEF201	Support personal wellbeing in the workplace	BSBTEC303	Create electronic presentation
BSBSUS211	Participate in sustainable work practices	BSBOPS201	Work effectively in business environments
BSBTWK301	Use inclusive work practices	BSBINS302	Organise workplace information
BSBWHS311	Assist with maintaining workplace safety	BSBTEC301	Design and produce business documents
BSBXCM301	Engage in workplace communication	BSBTEC201	Use business software applications
		BSBPEF301	Organise personal work priorities

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

#### Pathways to Industry – Skills gained in this course transfer to other occupations

- Working within the business services industry involves customer (client) service
- Creativity
- Critical Thinking
- Problem solving
- Using technology to organise information

#### Recommended Entry Requirements

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

#### Examples of occupations in the business services industry:

- Medical administration
- office administration
- information desk operator
- clerical worker
- receptionist
- record and information administration

#### Mandatory HSC Course Requirements

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

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

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

#### Competency-Based Assessment

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

#### Appeals and Complaints

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

#### Course Cost: Preliminary

**School Specific equipment and associate requirements for students**

#### Refunds

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

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

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

## CONSTRUCTION COURSE DESCRIPTION

### CPC20211 Certificate II in Construction Pathways

Public Schools NSW, Tamworth Registered Training Organisation 90162

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

Notification of variations will be made in due time.

Course: **Construction**  
 Board Developed Course

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

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

**Construction, Plumbing and Services Training Package (CPC08 v9.5)**

**Units of Competency**

**Core**

CPCCCM1012	Work effectively and sustainably in the Construction Industry
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCCM1013	Plan and organise work
CPCCCM1014	Conduct workplace communication
CPCCCM1015	Carry out measurements and calculations
CPCCCM2001	Read and interpret plans and specifications

**Electives**

CPCCCA2011A	Handle carpentry materials
CPCCCA2002B	Use carpentry tools and equipment
CPCCCM2005B	Use construction tools and equipment
CPCCJN2001A	Assemble components
CPCCJN2002B	Prepare for off-site manufacturing process
CPCCCM2006	Apply basic levelling procedures
CPCCWF2001A	Handle wall and floor tiling materials
CPCCWF2002A	Use wall and floor tiling tools and equipment
CPCCCO2013A	Carry out concreting to simple form

**Course Prerequisite**

CPCCWHS1001 - Prepare to work safely in the construction industry.  
**The Construction General Induction Training (Whitecard) will be delivered as part of this course.**

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised Safework NSW GIT card is mandatory before undertaking any work placement

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

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

**Recommended Entry Requirements**

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

**Examples of occupations in the construction industry:**

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

**Mandatory HSC Course Requirements**

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

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

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Cost: Preliminary**  
**School Specific equipment and associate requirements for students**

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

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

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



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

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

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

**The Hospitality syllabus is currently being changed and units of competency have yet to be confirmed. The units of competencies listed below will be similar but may not be the same.**

**Tourism, Travel and Hospitality training package**
**Possible units of Units of Competency include**
**Mandatory**

SITXFSA005 Use Hygiene practices for food safety  
 SITXFSA006 Participate in safe food handling practices  
 SITXWHS005 Participate in safe work practices  
 SITXCCS011 Interact with customers

or

SITXCCS014 Provide service to customers

**Focus/steam**

SITHFAB024 Prepare and serve non-alcoholic beverages  
 SITHFAB025 Prepare and serve espresso coffee  
 SITHFAB027 Serve food and beverage

**Electives**

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

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

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

**Recommended Entry Requirements**

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

**Examples of occupations in the hospitality industry:**

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

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

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

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Cost: Preliminary - \$160 HSC - \$160**

**School Specific equipment** and associate requirements for students. Tool Hire - \$50, Full Chef's uniform - \$80-100, Front of house service uniform needed for Yr. 12 - \$60

**Refunds**

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

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

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

## HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

### SIT20421 Certificate II in COOKERY

Public Schools NSW, Tamworth Registered Training Organisation 90162  
This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  
Notification of variations will be made in due time.

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

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

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

**The Hospitality syllabus is currently being changed and units of competency have yet to be confirmed. The units of competencies listed below will be similar but may not be the same.**

#### Tourism, Travel and Hospitality training package

##### Possible units of Units of Competency include

###### **Mandatory**

SITXFSA005 Use Hygiene practices for food safety  
SITXFSA006 Participate in safe food handling practices  
SITXWHS005 Participate in safe work practices  
SITXCCS011 Interact with customers

or

SITXCCS014 Provide service to customers

###### **Focus/steam**

SITHCCC023 Use food preparation equipment  
SITHCCC027 Prepare dishes using basic methods of cookery  
SITHKOP009 Clean Kitchen premises and equipment

###### **Electives**

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

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

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

#### **Recommended Entry Requirements**

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

#### **Examples of occupations in the hospitality industry**

- Kitchenhand
- Cook
- Chef
- Baker

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

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

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

#### **Competency-Based Assessment**

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

#### **Appeals and Complaints**

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

**Course Cost: Preliminary - \$160 HSC - \$160**  
**School Specific equipment** and associate requirements for students. Tool Hire - \$50, Full Chef's uniform - \$80-100

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

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

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

## ENTERTAINMENT COURSE DESCRIPTION

### CUA30415 Certificate III in Live Production and Services

Public Schools NSW, Tamworth Registered Training Organisation 90162  
This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  
Notification of variations will be made in due time.

<p>Course: <b>Entertainment</b> Board Developed Course</p>	<p>2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank(ATAR)</p>																														
<p>This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.</p>																															
<p><b>Creative Arts and Culture Training Package (CUA 4.1)</b> <b>Units of Competency</b> <b>Core units</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">BSBWOR301</td> <td>Organise personal work priorities and development</td> </tr> <tr> <td>CPCCOHS1001A</td> <td>Work safely in the construction industry</td> </tr> <tr> <td>CUAWHS302</td> <td>Apply work health and safety practices</td> </tr> <tr> <td>CUAIND301</td> <td>Work effectively in the creative arts industry</td> </tr> <tr> <td>CUAPPR304</td> <td>Participate in collaborative creative projects</td> </tr> <tr> <td>SITXCCS303</td> <td>Provide service to customers</td> </tr> </table>	BSBWOR301	Organise personal work priorities and development	CPCCOHS1001A	Work safely in the construction industry	CUAWHS302	Apply work health and safety practices	CUAIND301	Work effectively in the creative arts industry	CUAPPR304	Participate in collaborative creative projects	SITXCCS303	Provide service to customers	<p><b>Elective units</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">CUALGT301</td> <td>Operate basic lighting</td> </tr> <tr> <td>CUASTA301</td> <td>Assist with production operations for live performances</td> </tr> <tr> <td>CUASOU301</td> <td>Undertake live audio operations</td> </tr> <tr> <td>CUAVSS302</td> <td>Operate vision systems</td> </tr> <tr> <td>CUASMT301</td> <td>Work effectively backstage during performances</td> </tr> <tr> <td>CUASOU306</td> <td>Operate sound reinforcement systems</td> </tr> </table> <p><b>Optional 60 hour specialisation</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">CUALGT304</td> <td>Install and operate follow spots</td> </tr> <tr> <td>CUASTA202</td> <td>Assist with bump in and bump out of shows</td> </tr> <tr> <td>MEM18002B</td> <td>Use power and hand held tools</td> </tr> </table>	CUALGT301	Operate basic lighting	CUASTA301	Assist with production operations for live performances	CUASOU301	Undertake live audio operations	CUAVSS302	Operate vision systems	CUASMT301	Work effectively backstage during performances	CUASOU306	Operate sound reinforcement systems	CUALGT304	Install and operate follow spots	CUASTA202	Assist with bump in and bump out of shows	MEM18002B	Use power and hand held tools
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<p><b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in the entertainment industry. They should be able to lift and carry production equipment, have the ability to work as a member of a team, and have good communication skills. There will be out of class activities, homework, research activities and assignments.</p>																															
<p><b>Examples of occupations in Live Theatre industry</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">• Lighting designer/ operator</td> <td style="width: 33%;">• Vision systems designer/ operator</td> <td style="width: 33%;">• Venue assistant</td> </tr> <tr> <td>• Audio designer/ operator</td> <td>• Stage Manager</td> <td>• Production technician</td> </tr> </table>		• Lighting designer/ operator	• Vision systems designer/ operator	• Venue assistant	• Audio designer/ operator	• Stage Manager	• Production technician																								
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<p><b>Mandatory HSC Course Requirements.</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.</p> <p><b>External Assessment (optional HSC examination for ATAR purposes)</b> The optional Higher School Certificate examination for Entertainment Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency- based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>																															
<p><b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.</p> <p><b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.</p>																															
<p><b>Course Cost: Preliminary</b> <b>School Specific equipment and associate requirements for students</b></p>	<p><b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy</p>																														
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## RETAIL SERVICES COURSE DESCRIPTION

### SIR30216 Certificate III in Retail Services

Public Schools NSW, Tamworth Registered Training Organisation 90162

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

Course: **Retail Services**  
Board Developed Course

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

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

#### Retail Services Training Package (SIR 3.0)

##### Units of Competency

###### Core units

SIRXCEG001	Engage the customer
SIRXCEG002	Assist with customer difficulties
SIRXCEG003	Build customer relationships and loyalty
SIRXCOM002	Work effectively in a team
SIRXIND001	Work effectively in a service environment
SIRXRSK001	Identify and respond to security risks
SIRXSLS001	Sell to retail customer
SIRXWHS002	Contribute to workplace health and safety

##### Elective units

SIRXIND002	Organise and maintain the store environment
SIRRINV002	Control stock
SIRRMER001	Produce visual merchandise displays
SIRXPDK001	Advise on products and services
SIRRINV001	Receive and handle retail stock

##### Additional for HSC requirements

SIRXSLS002 Follow point of sale procedures

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

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

#### Recommended Entry Requirements

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

#### Examples of occupations in retail services industry

- |                              |                    |                      |
|------------------------------|--------------------|----------------------|
| ▪ Buyer                      | ▪ Stock controller | ▪ Visual merchandise |
| ▪ Customer service assistant | ▪ Salesperson      | ▪ Merchandise        |

#### Mandatory HSC Course Requirements.

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

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

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

#### Competency-Based Assessment

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

#### Appeals and Complaints

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

#### Course Cost: Preliminary

**School Specific equipment and associate requirements for students**

#### Refunds

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

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


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

# CONTENT ENDORSED COURSES

- do not have an external HSC exam at the end of Year 12
- the final HSC mark is a school-based assessment mark
- do not count towards an ATAR

BOARD ENDORSED COURSES delivered at CCJSC	
Content Endorsed Courses	VET courses
Exploring Early Childhood	Furnishing Making Pathways
Mathematics Numeracy	Horticulture – Work Studies
Photography, Video and Digital Imaging	Metals and Engineering
Sport, Lifestyle and Recreation Studies (SLR)	Music Industry
Visual Design	Sport Coaching
	EVET courses delivered at school <b>(Require separate application)</b>
	Aviation (Remote Pilot) Salon Assistant (Hairdressing)

A wide range of other VET Board Endorsed courses are available through EVET.

Exploring Early Childhood 2 units 

Unravel the mysteries of nature. Do you understand the real facts about pregnancy, childbirth and development? From conception to the school years, in Exploring Early Childhood we cover it all. For those interested in a career working with young children this course will support future learning. It will also empower you, your friends, family and partners to make informed decisions in the future.

Course content	
<ul style="list-style-type: none"> <li>• Pregnancy and Childbirth</li> <li>• Child Growth and Development</li> <li>• Promoting Positive Behaviour</li> <li>• Food and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Experiences for Young Children</li> <li>• Play and the Developing Child</li> <li>• Starting School</li> <li>• Children’s Literature and the Media</li> </ul>

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/explorearlychild\\_cec\\_syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/explorearlychild_cec_syl.pdf)

Mathematics Numeracy 2 units 

The Numeracy Content Endorsed Course (CEC) focuses on the development of core numeracy skills and the application of these skills in everyday life. This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy. The Numeracy CEC at Jesmond is structured as a 2-unit course that allows delivery as a 240-hour course across Years 11 and 12. The course can count towards the Higher School Certificate and appear on the student's Record of School Achievement (RoSA). Where students request a RoSA the Numeracy course will be listed with their other Stage 6 courses.

Working Mathematically	Course content	
	Year 11	Year 12
	<b>Module 1</b> <ul style="list-style-type: none"> <li>• Whole numbers</li> <li>• Operations with whole numbers</li> <li>• Distance, area and volume</li> <li>• Time</li> <li>• Data, graphs and tables</li> </ul>	<b>Module 3</b> <ul style="list-style-type: none"> <li>• Percentages</li> <li>• Operations with numbers</li> <li>• Finance</li> <li>• Location, time and temperature</li> <li>• Space and design</li> </ul>
	<b>Module 2</b> <ul style="list-style-type: none"> <li>• Fractions and decimals</li> <li>• Operations with fractions and decimals</li> <li>• Metric relationships</li> <li>• Length, mass and capacity</li> <li>• Chance</li> </ul>	<b>Module 4</b> <ul style="list-style-type: none"> <li>• Rates and ratios</li> <li>• Statistics and probability</li> <li>• Exploring with NRMT</li> </ul>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/numeracy-cec-pilot>

Furniture Making Pathways (VET)

4 units



In this course students develop underpinning knowledge and skills to commence a career and be an effective employee in the furnishings and light manufacturing industry. Occupations in the construction industry include kitchen manufacturing, cabinetmaking, traditional furnishing, upholstery, shopfitting, flooring, etc.

**IMPORTANT:** The Year 12 component will include the qualification of the following:

- Computer Applications (CEC) course - 1 unit/1yr 60hrs

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/vet-board- endorsed-courses-2018/furniture-making>

Horticulture - Work Studies

2 units



The Work Studies - Horticulture is designed to assist students in their transition from school to work, while also engagement through the application of Horticulture skills. It develops knowledge and understanding of the issues and skills needed for effective performance of tasks in the work environment. This course enables students to select a plant focus industry cropping context as a job focus. They perform a range of work functions and job roles that can lead to future qualifications and employment in the horticultural industry. It includes both theoretical and practical components. This course introduces students to a wide variety of workplaces practices careers involving nurseries, landscaping, production farms, parks and gardens, irrigation, floriculture and more.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/work-studies>

Manufacturing and Engineering (VET)

2 units

In this course students develop underpinning knowledge and skills to commence a career and be an effective employee in the Metal and Engineering industry. In general terms, occupations within the manufacturing and engineering industries include all of the people who design, manufacture, install, repair, package and sell manufactured goods

Industry areas include: Metal Fabrication, Light (sheet metal) and Heavy Metal product manufacturing, automotive and machinery parts, electrical equipment manufacture, ship and boat building, jewellery manufacture, electrical/electronic equipment manufacture, aircraft structures and aircraft mechanical

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/stage6-vet-board- endorsed-courses/manufacturing-and-engineering-introduction>

Music Industry (VET)

2 units

This course is for students who want to work in the music industry as performers in a band or musical event. Students gain experience in recording, live sound and provides opportunities to take part in community events and collaborate with several other school performances.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/2022-stage-6-vet-board-endorsement-courses/music-industry>

Photography, Video & Digital Imaging 2 units



This Photography, Video & Digital Imaging course is suitable as an introduction to Photography and Video and for experienced students wishing to extend their skills. It suits creative thinkers who enjoy collaborative, practical learning tasks.

Students use a variety of technical based media such as digital photography, special effects, computer enhanced images, making and editing short films, and producing computer animations. Students are challenged to become independent, creative workers developing industry standard competencies in programs such as Photoshop, Illustrator, Premiere Pro, Lightroom and Dreamweaver. The skills culminate in the production of a portfolio of best work.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/photography-video-and-digital-imaging>

Sport Coaching (VET) 2 units

In this vocational course, students gain theoretical and practical coaching experience across a range of ages and skill level. This includes students from K – 12. Students must complete a minimum of 35 hours of work placement over the two years.

<http://k6.boardofstudies.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/vet-board-endorsed-courses-2017/sport-coaching-certificate-ii>

Sport, Lifestyle and Recreation Studies 2 units



Do you enjoy sport and recreation? This course gives you the opportunity to be physically active for up to 2 ½ hours per week. It has both theoretical and practical components. The course will assist with careers in Sports Coaching, Personal/Fitness Training, Sports Administration and Event Management.

Local venues and outside agencies will be used to deliver course content. Venues will include squash and tennis courts, local golf course, Putt Putt centre, golf driving range, lawn bowls club, ten pin bowling centre and Tree Tops. Instructors will deliver practical sessions such as resistance training, Zumba, CrossFit and general fitness.

**A compulsory fee of \$60 for HSC Preliminary (yr. 11) and \$1300 for the HSC (yr. 12) cover the cost of using facilities, venues, equipment and instructors.**

**Students are responsible for making their own way to venues. This may include walking using, public and private transport.**

Modules that may be studied include:	
<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Athletics</li> <li>• Health Lifestyles</li> <li>• Resistance Training</li> <li>• Games and Sports Applications</li> <li>• Sports Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Games and Sports Applications</li> <li>• First Aid and Sport Injuries</li> <li>• Sports Coaching and Training</li> <li>• Individual Games and Sports Applications</li> <li>• Outdoor Recreation</li> </ul>

<http://k6.boardofstudies.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/sport-lifestyle-recreation-studies>



### Visual Design

2 units



This course provides students with opportunities to discover the links between art and design by designing and making images and objects. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in modern societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture. Students will create an individual Design Portfolio across a range of modules including:

- Graphic Design – Publications, Illustrations, Cartooning and Multimedia.
- Product Design – Packaging, Industrial Design
- Wearable Design – Clothing and Image, Jewellery and Accessories.
- Interior/Exterior Design – Structures and Environments, Stage Sets and Props, Interiors
- Mandatory Unit – Work Health and Safety

The completion of a professional Design Portfolio may open opportunities for students to pursue their abilities and interests in design fields including entry to tertiary courses and work opportunities.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-design>

### **The following VET Board Endorsed courses are offered through NSW Public Schools Tamworth RTO 90162.**

**Furniture Making Pathways**

**Manufacturing and Engineering**

**Music Industry**

**Sport Coaching**

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).

The following page gives information from NSW Public Schools Tamworth RTO 90162 that applies to all the Board Endorsed VET courses offered through NSW Public Schools Tamworth RTO 90162. It is to be read in conjunction with each of the course descriptions that follow.

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## Assessment and course completion

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### Competency-based assessment

Students in these courses 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

35 hours

### Optional HSC Examination

There is no HSC Examination for this course

### Specialisation studies

There are no specialisation studies associated with this course

### 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.

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## 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.

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## 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.

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## School-based Apprenticeships and Traineeships (SBATs)

School-based traineeships are available in these courses. To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/> apprenticeship and traineeships as part of your HSC. Your school SBAT Coordinator, Careers Advisor/VET Coordinator or VET Teacher is available to discuss.

***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).***

**FURNITURE MAKING PATHWAYS DESCRIPTION**
**MSF20516 Certificate II in Furniture Making Pathways**

Public Schools NSW, Tamworth Registered Training Organisation 90162

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

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

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

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

**Furnishing Training Package (MSF V3.1)**
**Units of Competency**
**Core**

MSMENV272	Participate in environmentally sustainable work practices
MSMPCI103	Demonstrate care and apply safe work practices at work
MSFGN2001	Make measurements and calculations
MSFFP2001	Undertake a basic furniture making project
MSFFP2002	Develop a career plan for the furnishing industry

**Electives**

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

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

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

**Recommended Entry Requirements**

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

**Examples of occupations in the construction industry:**

- Shop fitting
- Cabinet Making
- Joinery
- Wood Turning

**Mandatory HSC Course Requirements**

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Cost: Preliminary** – Included in general school fees

**Refunds**

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

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

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



Education

# MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTION

## MEM10115 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways

Public Schools NSW, Tamworth Registered Training Organisation 90162  
This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  
Notification of variations will be made in due time.

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

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

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

### Manufacturing and Engineering Training Package (MEM 2)

#### Units of Competency

##### Core

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

#### Electives

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

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

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

#### Recommended Entry Requirements

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

#### Examples of occupations in the Manufacturing and Engineering industry

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

#### Mandatory HSC Course Requirements

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

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

#### Competency-Based Assessment

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

#### Appeals and Complaints

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


**Course Cost: Preliminary** – Included in general school fees  
**School Specific equipment and associate requirements for students** – steel cap boots, cotton drill long sleeve shirt and long pants.

#### Refunds

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

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

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

 <b>MUSIC INDUSTRY COURSE DESCRIPTION</b> <b>CUA30915 Certificate III Music Industry</b> Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.	
Course: <b>Music Industry</b> Board Endorsed Course	2 or 4 Preliminary and/or HSC units in total Does not contribute towards Australian Tertiary Admission Rank
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.	
<b>Creative Arts and Culture Training Package (CUA 4.1)</b>  <b>Units of Competency</b>  <b>Core</b> BSBWHS201    Contribute to health and safety of self and others CUACMP301    Implement copyright arrangements CUAIND303    Work effectively in the music industry CUAMLT302    Apply knowledge of style and genre to music industry practice	<b>Electives</b> CUAMCP301    Compose simple songs or musical pieces CUAMCP303    Develop simple musical pieces using electronic media CUAMPF302    Prepare for performances CUAMPF303    Contribute to backup accompaniment CUAMPF304    Make a music demo CUAMPF305    Develop improvisation skills CUASOU301    Undertake live audio operations
<b>Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.</b>	
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.	
<b>Recommended Entry Requirements</b> Students selecting this course should have basic skills on an instrument and/or vocal. The course uses a variety of specific software/ hardware and requires intermediate computer skills to be able to complete tasks. They should be able to lift, carry and move music production equipment as necessary.	
<b>Examples of occupations in the Music industry:</b> <ul style="list-style-type: none"> <li>• Musical performer</li> <li>• Recording technician</li> <li>• MIDI programme</li> <li>• Advertising</li> <li>• Music Therapy</li> <li>• Song writer/composer</li> <li>• Recording studio team member</li> <li>• Session musician</li> <li>• Educator</li> <li>• Music publishing</li> </ul>	
<b>Mandatory HSC Course Requirements.</b> Students must complete 240 indicative hours of course work. There is no work placement requirement in this course. Students who do not meet these requirements will be 'N' determined as required by the NESA.	
<b>External Assessment</b> There is no HSC exam for this subject.	
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.	
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
<b>Course Cost: Preliminary – Preliminary \$50    HSC - \$50</b> <b>School Specific equipment and associate requirements for students – any instruments that you may require for personal use</b>	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship and apprenticeship are available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>	
<b>Exclusions - VET course exclusions can be checked on the NESA website at <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></b>	

## SPORT COACHING COURSE DESCRIPTION



### SIS30519 Certificate III in Sport Coaching

Public Schools NSW, Tamworth Registered Training Organisation 90162  
This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  
Notification of variations will be made in due time.

<p>Course: <b>Sport Coaching</b> Board Endorsed Course</p>	<p>2 or 4 Preliminary and/or HSC units in total Does not contribute towards Australian Tertiary Admission Rank</p>																						
<p>This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.</p>																							
<p><b>Sport, Fitness and Recreation Training Package (SFR2.0)</b></p> <p><u>Units of Competency</u></p> <p><b>Core units</b></p> <table border="0"> <tr> <td>HLTWHS001</td> <td>Participate in workplace health and safety</td> </tr> <tr> <td>SISSCO002</td> <td>Work in community coaching role</td> </tr> <tr> <td>SISSCO005</td> <td>Continuously improve coaching skills and knowledge</td> </tr> <tr> <td>SISSCO003</td> <td>Meet participant coaching needs</td> </tr> <tr> <td>BSBRK401</td> <td>Identify risk and apply risk management procedures</td> </tr> <tr> <td>HLTAID003</td> <td>Provide first aid (delivered by an external RTO)</td> </tr> </table>	HLTWHS001	Participate in workplace health and safety	SISSCO002	Work in community coaching role	SISSCO005	Continuously improve coaching skills and knowledge	SISSCO003	Meet participant coaching needs	BSBRK401	Identify risk and apply risk management procedures	HLTAID003	Provide first aid (delivered by an external RTO)	<p><b>Elective units</b></p> <p><b>Complete the follow competency:</b></p> <table border="0"> <tr> <td>SISXIND006</td> <td>Conduct sport, fitness and recreation events</td> </tr> <tr> <td>SISSCO012</td> <td>Coach sports participants up to an intermediate level</td> </tr> </table> <p><b>And complete TWO of the following THREE elective competencies:</b></p> <table border="0"> <tr> <td>SISXCAI009</td> <td>Instruct strength and conditioning techniques</td> </tr> <tr> <td>SISSOF002</td> <td>Continuously improve officiating skills and knowledge</td> </tr> <tr> <td>SISXDIS001</td> <td>Facilitate inclusion for people with a disability</td> </tr> </table>	SISXIND006	Conduct sport, fitness and recreation events	SISSCO012	Coach sports participants up to an intermediate level	SISXCAI009	Instruct strength and conditioning techniques	SISSOF002	Continuously improve officiating skills and knowledge	SISXDIS001	Facilitate inclusion for people with a disability
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<p><b>Recommended Entry Requirements</b></p> <p>Students selecting this course should be interested in sport and working in the sport, fitness and recreation industry. They should have a reasonable level of fitness, be able to play and have knowledge of a variety of sports and be able to demonstrate sports skills to junior players. Being an effective communicator, possessing motivation and having effective planning and time management skills are beneficial. There will be out of class homework, research activities and cluster based assessments for students to complete.</p>																							
<p><b>Examples of occupations in sport, fitness and recreation industries</b></p> <table border="0"> <tr> <td>▪ Sports coach</td> <td>▪ Assistant Coach</td> <td>▪ Sports event manager</td> </tr> <tr> <td>▪ Sports trainer</td> <td>▪ Sports administration officer</td> <td>▪ Team manager</td> </tr> <tr> <td></td> <td>▪ Sports official</td> <td></td> </tr> </table>		▪ Sports coach	▪ Assistant Coach	▪ Sports event manager	▪ Sports trainer	▪ Sports administration officer	▪ Team manager		▪ Sports official														
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▪ Sports trainer	▪ Sports administration officer	▪ Team manager																					
	▪ Sports official																						
<p><b>Mandatory HSC Course Requirements.</b></p> <p>Students must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.</p> <p><b>External Assessment</b></p> <p>There is no Higher School Certificate (HSC) examination for the Sport Coaching course.</p>																							
<p><b>Competency-Based Assessment</b></p> <p>Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.</p> <p><b>Appeals and Complaints</b></p> <p>Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.</p>																							
<p><b>Course Cost:</b></p> <p><b>School Specific equipment and associate requirements for students</b></p>	<p><b>Refunds</b></p> <p>Refund Arrangements on a pro-rata basis. Please refer to your school refund policy</p>																						
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# EVET COURSES

Externally delivered VET (EVET) courses are vocational courses delivered by RTOs other than *NSW Public Schools Tamworth RTO 90162*. They are either Board Developed (Category B) or Board Endorsed courses. Most are delivered by HUNTER TAFE at their campuses: Newcastle (Tighes Hill), Glendale, Hunter Street, Hamilton, Kurri Kurri and Belmont. Courses are dependent on funding and sufficient students applying.

Two EVET courses are delivered at school (details of these are on the following 2 pages):

- Aviation (Remote Pilot) - delivered at school by teachers (RTO – UVAIR)
- Salon Assistant (Hairdressing) - delivered at school by HUNTER TAFE

## To study an EVET course a student:

**should have their interest noted during their Course Selection Interview and/or email their interest to [mark.thornton@det.nsw.edu.au](mailto:mark.thornton@det.nsw.edu.au)**

- 1. must apply through CCJSC for a position in an EVET course**, (1<sup>st</sup> round applications have to be finalised by the end of Term 3. There is a small chance some places will become available in the 1<sup>st</sup> two weeks of Term 1 next year.)
- 2. can apply for (and study) ONE EVET course only**
- 3. must attend an interview with a member of the CCJSC Career and Transition team at the end of their subject selection interview. Other interview times can be arranged by emailing [mark.thornton@det.nsw.edu.au](mailto:mark.thornton@det.nsw.edu.au) or phoning 4952 3922 and ask to speak to Mark Thornton.**
- 4. complete and return an Expression of Interest Form to Mark Thornton no later than Week 9 Term 3 (September).**

## Please consider the following points carefully before applying for an EVET course:

- Students are required to travel to TAFE from school unaccompanied by a teacher. Students may be required to pay travel costs (these are minimal).
- Most 2-unit TAFE courses are run one afternoon a week from 2pm—6pm.
- Students are given a break but are expected to stay for the entire duration.
- Can you get home at 6pm? Students are not allowed to leave early because of regular transport issues.
- Students are responsible for catching up on work missed while attending TAFE. Although we will do our best to arrange a student's timetable to minimise a student missing class/es at school, it is likely that most students will miss at least part of one class each week.
- 4-unit courses and the 3-unit Salon Assistant course run from 9am – 3pm one day a week. Students doing these courses WILL miss other classes, so this is an important consideration. They are NOT recommended for students wishing to achieve an ATAR.
- Students are required to attend all EVET classes unless they have a valid reason. Students must notify the school EVET Coordinator of all absences, preferably beforehand.
- Some EVET courses are only 1 year, and others can be studied as 120-hour courses in Year 12. With the exception of the Early Childhood Education and Care course and Aviation (Remote Pilot) students should be able to apply in 2023 to study an EVET course in Year 12 (2024).

**EXTERNALLY DELIVERED VET (EVET)**

BOARD DEVELOPED Category B COURSES	BOARD ENDORSED COURSES
RTO: HUNTER TAFE	RTO: HUNTER TAFE
<p><b><u>Automotive Vocational Preparation</u></b></p> <ul style="list-style-type: none"> <li>• Mechanical Technology (4 units x 1 yr.)</li> <li>• Vehicle Body – (4 units x 1 yrs.)</li> </ul> <p><b><u>Electrotechnology</u></b></p> <ul style="list-style-type: none"> <li>• Electrotechnology Career Start (2 units x 2 yrs.)</li> </ul> <p><b><u>Entertainment</u></b></p> <ul style="list-style-type: none"> <li>• Live Production and Services (2 units x 2 yrs.)</li> <li>• Events (2 units x 2 yrs.)</li> </ul> <p><b><u>Primary Industries</u></b></p> <ul style="list-style-type: none"> <li>• Agriculture (Equine Focus) (2 units x 2 yrs.)</li> <li>• Conservation and Land Management (2 units x 2 yrs.)</li> <li>• Horticulture (2 units x 2 yrs. or 4 units x 1 yr.)</li> </ul>	<p><b><u>Animal Studies (2 units x 2 yrs.)</u></b></p> <p><b><u>Beauty Services - Make Up (4 units x 1 yr.)</u></b></p> <p><b><u>Community Services - Welfare (4 units x 1 yr.)</u></b></p> <p><b><u>Design Fundamentals (2 units x 1 yr.)</u></b></p> <p><b><u>Early Childhood Education and Care</u></b> (2 yr. program – 4 units in Yr. 11, 4 units in Yr. 12)</p> <p><b><u>Outdoor Recreation (3 units x 1 yr.)</u></b></p> <p><b><u>Salon Assistant (Hairdressing) (3 units x 1 yr.)</u></b></p> <p><b><u>Screen and Media</u></b></p> <ul style="list-style-type: none"> <li>• Animation (2 units x 2 yrs.)</li> <li>• Broadcasting (2 units x 2 yrs.)</li> <li>• Journalism (2 units x 2 yrs.)</li> <li>• TV and Film (2 units x 2 yrs.)</li> </ul> <p><b><u>Sport and Recreation (3 units x 1 yr.)</u></b></p> <p><b><u>Theatre and Screen Performance</u></b></p> <p><b>Tourism (2 units x 2yrs)</b></p> <p><b><u>Visual Arts and Contemporary Craft</u></b></p> <ul style="list-style-type: none"> <li>• Design Fundamentals (2 units x 2 yrs.)</li> </ul>
	<p>RTO: NEW ENGLAND TAFE</p> <p>Aeroskills Pathway (2 units x 2 yrs. or 4 units x 1 yr.)</p>
	<p>RTO: UAVAIR</p> <p>Aviation (Remote Pilot) (2 units X 2yrs)</p>
	<p>BEC</p> <ul style="list-style-type: none"> <li>• Aeroskills (2 units x 2 yr.)</li> <li>• Plumbing (2 units x 2 yr.)</li> <li>• Applied Fashion Design and Technology (2 units x 2yrs)</li> </ul>

There may be other courses available. Please ask.



**EXTERNALLY DELIVERED VET (EVET)**

Aviation (Remote Pilot)

2 units

- This course is delivered at school by a CCJSC teacher for the RTO: UVAIR and is subject to funding approval. Students must still select a full program of 6 subjects.
- **Students must apply through the EVET tool during Term 3 to be considered for a place in this course.**
- This course can only be entered on EDVAL as an additional selection; please select a total of 14 units.
- The course will be offered as 2 units x 2 years.
- This course has a separate application and is delivered on Wednesday's 12.35pm - 3.35pm.

**AVI30316 Certificate III in Aviation  
(Remote pilot - Visual line of Sight)**

<b>COURSE DESCRIPTION CODE: AVI30316</b>	<b>AVI30316 Certificate III Aviation (Remote Pilot-Visual line of Sight)</b>
<b>Available as: 2 Units X 2 year/240 indicative hours</b>	<i>Statement of attainment towards AVI30316 Certificate III in Aviation (Remote Pilot- Visual line of Sight)</i>
<b>Board Endorsed Course: YES</b>	
<b>AVI30316 Certificate III in Aviation (Remote Pilot - Visual Line of Sight) is a Board Endorsed course contributing credit for the HSC but not towards an Australian Tertiary Admission Rank (ATAR).</b>	
<b>Course description:</b> Students participate in a range of practical flying activities using computer-based simulator software, micro drone drills, and piloted flight on an unmanned aerial vehicle (UAV).	
<b>Student Outcomes: AVI30316 Certificate III Aviation (Remote Pilot- Visual Line of Sight)</b> Students will also achieve the following CASA licensed outcomes: <b>Remote Pilot Licence (RePL)</b> <b>Aeronautical Radio Operators Certificate (AROC)</b>	

**UNITS OF COMPETENCY**

Code	Title	Essential
AVIE0003	Operate aeronautical radio	Elective A
AVIF0021	Manage human factors in remote pilot aircraft systems operations	Core
AVIF3031	Apply the principles of air law to remote pilot aircraft systems operations	Core
AVIH0006	Navigate remote pilot aircraft systems	Core
AVIG0003	Work effectively in the aviation industry	Elective A
AVIW0004	Perform operational inspections on remote operated systems	Core
AVIW0028	Operate and manage remote pilot aircraft systems	Core
AVIY0052	Control remote pilot aircraft systems on the ground	Core
AVIY0023	Launch, control and recover a remotely piloted aircraft	Core
AVIY0027	Operate multi-rotor remote pilot aircraft system	Elective B
AVIH0008	Operate remote pilot aircraft systems extended visual line of sight (EVLOS)	Elective C
AVIW0008	Conduct aerial search using remote pilot aircraft systems	Elective C
AVIY0053	Manage remote pilot aircraft systems energy source requirements	Core
AVIE0003	Operate aeronautical radio	Core

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/stage-6-vet-board-endorsed-courses/aviation-remote-pilot>

Salon Assistant - Hairdressing (VET)

3 units x 1 year

**Important Information:**

- This course is delivered in the school salon by TAFE NSW and is subject to funding approval.
- Students must apply through the EVET tool during Term 3 to be considered for a place in this course.
- This course can only be entered on EDVAL as an additional selection; select a total of 12 other units.
- Once students start the course, they can drop 2 units of study.
- Students can do the course in either the Preliminary year or the HSC year.
- The course is likely to run from 8.30am – 2.30pm on a Wednesday.
- There is no cost for the course.

**SHB20216 Certificate II in Salon Assistant**

**2021 STAGE 6 COURSE DESCRIPTION – Hairdressing Salon Assistant**

This Course is available as Certificate II in Salon Assistant (Hairdressing)		<b>3-unit x 1year/180 hours</b>	
<i>The <b>volume of learning</b> usually includes 180 indicative hours. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<b>Board Endorsed Course</b>		<b>Nil</b> status for Australian	
This Board Endorsed 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 is a preparatory qualification which provides a defined and limited range of basic skills and knowledge used in hairdressing salons by individuals who provide assistance with client services. These routine and repetitive tasks are completed under direct supervision and with guidance from hairdressers who manage the client service. The combined skills and knowledge do not provide for a job outcome as a hairdresser and this qualification is intended to prepare individuals for further training.			
<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.			
<b>Compulsory/Core Units</b>		<b>Compulsory/Core Units continued</b>	
BSBWHS201	Contribute to health and safety of self and others	SHBXIND002	Communicate as part of a salon team
SHBHBAS001	Provide shampoo and basin services	<b>Elective Units – subject to change</b>	
SHBHDES001	Dry hair to shape	SHBHBAS002	Provide head, neck and shoulder massages for relaxation
SHBHIND001	Maintain and organise tools, equipment and work areas	SHBHCLS001	Apply hair colour products
SHBXCCS001	Conduct salon financial transactions	SHBHDES002	Braid hair
SHBXCCS003	Greet and prepare clients for salon services	SHBHIND002	Research and use hairdressing industry information
SHBXIND001	Comply with organisational requirements within a personal services environment		

**Exclusion:** Students doing this course CANNOT study Retail Services in either year.

[http://www.boardofstudies.nsw.edu.au/voc\\_ed/BEC-stage6-descriptions-2017/salon-assistant.html](http://www.boardofstudies.nsw.edu.au/voc_ed/BEC-stage6-descriptions-2017/salon-assistant.html)

## Summary of courses offered

BOARD DEVELOPED (BDC) Category A	BOARD DEVELOPED (BDC) Category B	CONTENT ENDORSED (CEC)		
All courses are 2 units x 2 years except where noted otherwise				
at school	at school	at school		
<b>English Advanced</b> <b>English Standard English EAL/D</b> <b>English Extension (Year 11 - 1 unit)</b> <b>English Extension 1 and 2</b> <b>Aboriginal Studies</b> <b>Ancient History</b> <b>Biology</b> <b>Business Studies</b> <b>Chemistry</b> <b>Chinese Beginners</b> <b>Chinese Continuers</b> <b>Community and Family Studies</b> <b>Dance</b> <b>Design and Technology</b> <b>Drama</b> <b>Earth and Environmental Science</b> <b>Economics</b> <b>Engineering Studies</b> <b>Enterprise Computing</b> <b>Food Technology</b> <b>French Beginners</b> <b>Geography</b> <b>Industrial Technology</b> <ul style="list-style-type: none"> <li>• Graphic Technologies or</li> <li>• Timber Products and Furniture Technologies</li> </ul> <b>Investigating Science</b> <b>Japanese Beginners</b> <b>Legal Studies</b> <b>Mathematics Advanced</b> <b>Mathematics Standard</b> <b>Mathematics Extension</b> <b>Modern History</b> <b>Music 1</b> <b>Personal Development, Health and Physical Education (PDHPE)</b> <b>Physics</b> <b>Society and Culture</b> <b>Software Engineering</b> <b>Studies of Religion II</b> <b>Textiles and Design</b> <b>Visual Arts</b>	<b>English Studies</b> <b>Mathematics Standard – Maths in Trade</b> <b>Business Services (VET)</b> <b>Construction Pathways (VET)</b> <b>Entertainment Industry (VET)</b> <b>Hospitality (VET)</b> <ul style="list-style-type: none"> <li>• Food &amp; Beverage</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>• Kitchen Operations</li> </ul> <b>Retail Services (VET)</b>	<b>Exploring Early Childhood</b> <b>Furniture Making Pathways (VET)</b> <b>Horticulture - Work Studies</b> <b>Mathematics Numeracy</b> <b>Music Industry (VET)</b> <b>Metals and Engineering (VET)</b> <b>Photography, Video and Digital Imaging</b> <b>Sport, Lifestyle and Recreation (SLR)</b> <b>Sport Coaching (VET)</b> <b>Visual Design</b>		
		<b>at HUNTER TAFE campuses</b>		<b>delivered at school by CCJC &amp; UVAIR</b>
		<b>Automotive Vocational Preparation</b> <ul style="list-style-type: none"> <li>• Mechanical Technology</li> <li>• Vehicle Body</li> </ul> <b>Electrotechnology</b> <ul style="list-style-type: none"> <li>• Electrotechnology Career Start</li> </ul> <b>Entertainment – Live Production and Services Events</b> <b>Human Services - Individual Support (Ageing)</b> <b>Primary Industries</b> <ul style="list-style-type: none"> <li>• Agriculture (Equine Focus)</li> <li>• Conservation and Land Management</li> <li>• Horticulture</li> </ul>		<b>Aviation (Remote Pilot)</b>
				<b>Delivered at school by HUNTER TAFE</b>
		<b>Salon Assistant (Hairdressing)</b>		<b>at HUNTER TAFE campuses</b>
				<b>Animal Studies</b> <b>Beauty Services - Make Up</b> <b>Community Services - Welfare</b> <b>Community Services</b> <b>Introduction Design</b> <b>Fundamentals</b> <b>Early Childhood Education and Care</b> <b>Outdoor Recreation</b> <b>Screen and Media</b> <ul style="list-style-type: none"> <li>• Animation</li> <li>• Broadcasting</li> <li>• Journalism</li> <li>• TV and Film</li> </ul> <b>Sport and Recreation</b> <b>Theatre and Screen Performance</b> <b>Tourism</b> <b>Visual Arts and Contemporary Craft</b> <ul style="list-style-type: none"> <li>• Design Fundamentals</li> </ul>
				<b>delivered at Waratah campus by NEW ENGLAND TAFE</b>
				<b>Aeroskills Pathways</b>

## Choose a pathway

ATAR pathway		Non-ATAR / vocational pathway		
English Advanced, Standard or EAL/D		Any level of English		
Most students studying an ATAR pathway will choose either <ul style="list-style-type: none"> <li>ALL Board Developed Category A courses (column 1)</li> </ul> or <ul style="list-style-type: none"> <li>FOUR (4) Board Developed Category A courses and ONE (1) Board Developed Category B course (column 2).</li> </ul> Alternatively, students may select <ul style="list-style-type: none"> <li>FIVE (5) Board Developed Category A courses and ONE (1) Board Endorsed course (Column 3).</li> </ul>		<ul style="list-style-type: none"> <li>a minimum of three (3) Board Developed courses (columns 1 and 2)</li> <li>three (3) courses of 2 or more units (either Board Developed or Board Endorsed Courses)</li> </ul>		
		<ul style="list-style-type: none"> <li>The remaining courses can come from any Category</li> </ul>		
<b>ATAR</b>		<b>Non ATAR</b>		
Please select the level of English you would like to do then <b>choose five (5)</b> other courses in order of preference				
<b>Course 1: English</b>				
<b>English Advanced</b>	<b>English Standard</b>	<b>English Studies</b>	<b>English EAL/D</b>	
<b>Course 2:</b>		<b>1<sup>st</sup> Reserve:</b>		
<b>Course 3:</b>		<b>2<sup>nd</sup> Reserve:</b>		
<b>Course 4:</b>		<b>3<sup>rd</sup> Reserve:</b>		
<b>Course 5:</b>		<b>Extension course:</b> English Ext 1 Mathematics Ext 1		
<b>Course 6:</b>				
<b>EVET course:</b>				
<b>EVET Interview:</b>				

**Enter choices on WebChoices at course selection interviews:**

**Thursday August 17 – Wednesday August 23**

To enter your subject choices please go to the following URL: [my.edval.education](http://my.edval.education)

You will need to enter your individual WEBCODE. This will be emailed to all student school email accounts.

# Year 11 Course Selection Interview Sheet

**Please bring this copy completed and submit during your interview.**

**It will then be kept by the interview panel.**

<b>Name:</b>		<b>Date:</b>		
<b>Current School:</b>				
Circle the pathway you are intending to achieve				
<b>ATAR</b>		<b>Non- ATAR</b>		
Circle the level of English you would like to do then nominate 8 other, 2-unit courses in order of preference				
<b>Course 1: English</b>				
<b>English Advanced</b>	<b>English Standard</b>	<b>English Studies</b>	<b>English EAL/D</b>	
<b>Course 2:</b>		BDC Cat-A   BDC Cat-B   CEC		
<b>Course 3:</b>		BDC Cat-A   BDC Cat-B   CEC		
<b>Course 4:</b>		BDC Cat-A   BDC Cat-B   CEC		
<b>Course 5:</b>		BDC Cat-A   BDC Cat-B   CEC		
<b>Course 6:</b>		BDC Cat-A   BDC Cat-B   CEC		
<b>1<sup>st</sup> Reserve:</b>		BDC Cat-A   BDC Cat-B   CEC		
<b>2<sup>nd</sup> Reserve:</b>		BDC Cat-A   BDC Cat-B   CEC		
<b>3<sup>rd</sup> Reserve:</b>		BDC Cat-A   BDC Cat-B   CEC		
<b>Extension course:</b>		English Extension 1	Mathematics Extension 1	
<b>EVET course:</b>		<b>USI Number:</b>		
Parent / carer name/s				
Parent / carer signature/s				
Student signature				
Staff Panel names				