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This booklet has been produced to help students and their parents/carers select courses of study for the award of a Higher School Certificate.

This booklet contains:

- information about the types of courses available
- information about eligibility for the HSC
- information about gaining an ATAR
- an outline of the Year 11 and Year 12 courses that are on offer to Year 11 students

Not all courses outlined in the booklet will be available in 2020 – this will depend on a number of factors such as staffing, student demand, etc.

STAYING AT SCHOOL AFTER YEAR 10

Under NSW legislation (*Education Act 1990*), students are required to complete Year 10 of secondary school.

In NSW, students under the age of 17 years, who have completed Year 10, are required to:

- continue their education at school; OR
- continue with alternate approved full time education or training, such as an apprenticeship, traineeship, or TAFE studies; OR
- be employed in paid work for an average of 25 hours per week; OR
- a combination of the above

Continuing your education at school and gaining a Higher School Certificate increases your opportunities after school to include:

- ✓ University
- ✓ Higher qualifications such a Diploma or Degree through Higher education providers such as TAFE and specialised private colleges
- ✓ Technical apprenticeships and traineeships
- ✓ Employment in occupations that have age and/or educational requirements, such as the police, emergency services, child care, hospitality, etc

ALL Year 10 students are encouraged to select a program of study even if planning to leave at the end of Year 10.

If you need to return to school in Year 11, this will ensure that you can go into classes you selected through the Subject Selection process, rather than classes with “leftover” vacancies.

ADVICE FOR STUDENTS CHOOSING HSC COURSES

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

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

MEETING HSC ELIGIBILITY REQUIREMENTS

To be eligible for the HSC, you must:

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

You must satisfactorily complete:

- a Year 11 pattern of study that includes at least 12 units
- a Year 12 pattern of study that includes at least 10 units.

Both patterns of study must include at least:

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

Some courses have certain rules and prerequisites. There are also specific eligibility rules for some Languages courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your experience. Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about [eligibility, rules and prerequisites](#) from the NESA website.

TYPES OF HSC COURSES

Each HSC course follows a syllabus that can be found at <http://syllabus.nesa.nsw.edu.au/stage-6/>
The syllabus for each course contains:

- The course objectives, structure, content and outcomes
- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- The performance scale (except for Vocation Education and Training courses).

All courses offered for the Higher School Certificate have a unit value. Most courses are 2 units; some extension courses may have a value of 1 unit.

Board Developed courses (Known as Category A courses for ATAR calculations)

- the large number of courses set by Education Standards
- are examined by Education Standards
- contribute to the calculation of the ATAR

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

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

Vocational Education and Training (VET) - VET courses can be studied either at school or through TAFE NSW and other training providers. All VET courses involve a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results can also count towards your ATAR. Only one Board Developed VET course may be used in the calculation of your ATAR. **Board developed VET courses are referred to as Category B courses.**

The school-delivered VET courses are listed in this book. Externally delivered VET (eVET) courses will be offered later in the year – the Careers Advisor will have information and application forms when they become available. This booklet does contain information on eVET courses offered for study at HRHS.

IMPORTANT: VET courses have a mandatory work placement requirement, an N determination will be issued if sufficient work placement hours have not been completed by the end of term 3.

School Based Apprenticeships or Traineeships (SBAT) combine:

- school studies (3 - 5 days / week)
- a VET course (½ – 1 day per week) and
- paid work (1 day per week and during school holidays).

SBAT's are available in many career areas – see the Careers Advisor for more information.

Extension Courses

- Extension study is available in a number of subjects such as English, Mathematics, History and Music. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit.
- English and Mathematics Extension Courses are available at Year 11 and Year 12 levels. Students must study the Year 11 Extension course in these subjects before proceeding to the Year 12 extension courses.

Life Skills Courses

- Stage 6 (Years 11 and 12) Life Skills courses are available under certain circumstances for students with special educational needs. There are specific entry requirements for the Life Skills courses and students still need to meet the general eligibility and study patterns to gain their HSC.
- Participation is upon an Individual Transition Planning process. Entry to these courses is planned with the Head Teacher Support and your Year Adviser. Life Skills courses count towards the HSC but not towards an ATAR.
- Life Skills courses are available in the following areas: Community and Family; Creative Arts; English; Human Society and Its Environment (HSIE); Mathematics; Personal Development, Health and Physical Education; Science; Technology; and Work and the Community.

ASSESSMENT AND REPORTING

New, rigorous guidelines for effective school-based Higher School Certificate (HSC) assessment were introduced across all courses from 2018 (Year 11 students) and 2019 (Year 12 students).

The school-based assessment guidelines will be tougher to prevent plagiarism and cheating and help reduce student stress caused by over-assessment. To reduce excessive stress and allow more time for teaching and learning, school-based assessment tasks will be capped at three per course in Year 11 and four per course in Year 12 (including the HSC Examination). The school will provide information on its assessment procedures and details of your assessment tasks.

You must satisfactorily complete course requirements. If you are not meeting requirements, you will be given written warnings and the opportunity to correct any problems.

The NSW Education Standards Authority (NESA) provides for performance examinations or submitted works in the following courses for the Higher School Certificate:

- Dance
- Design and Technology
- Drama
- Music
- Visual Arts
- Textiles and Design

These performances and works are developed over an extended period of time under the supervision of the school. Students, their class teachers and their principal must certify that a student's practical or performance exam is all their own work (apart from any approved assistance).

Indonesian Beginners are required to complete a Speaking component for their HSC examination. This will involve a 5-minute conversation in Indonesian. It will be a general conversation between the student and the examiner about the student's personal world, for example their life, family and friends, interests and aspirations using the language learnt during the Indonesian Beginners course.

AUSTRALIAN TERTIARY ADMISSION RANK or ATAR

What is the ATAR?

Tertiary institutions in Australia have found that a selection rank based on a student's overall academic achievement is the best single predictor of success for most tertiary courses. The ATAR provides a measure of a student's overall academic achievement in relation to that of other students. It is calculated solely for use by institutions, either on its own or with other selection criteria, to rank and select school leavers for their courses.

The ATAR is a rank, not a mark.

It is a number between 0.00 and 99.95 and indicates a student's position relative to all the students who started high school with them in Year 7. An ATAR of 80.00 means that you are 20 per cent from the top of your Year 7 group, not your Year 12 group.

The average ATAR is usually around 70.00.

If everyone from Year 7 went on to achieve an ATAR, the average ATAR would be 50.00. But because some students leave early and the ones who stay on to receive an ATAR are a smaller, more academically able group, the average ATAR is higher.

University Entry

Entry to University is usually based on an ATAR. Entry may *also* be based upon an interview, audition, submission of a portfolio or an extra questionnaire. To gain more information on entry requirements, course information and course prerequisites, see the Careers Advisor and/or visit www.uac.edu.au.

Eligibility for an ATAR

To be eligible for an ATAR, you must complete at least 10 units of Board Developed Year 12 Courses including:

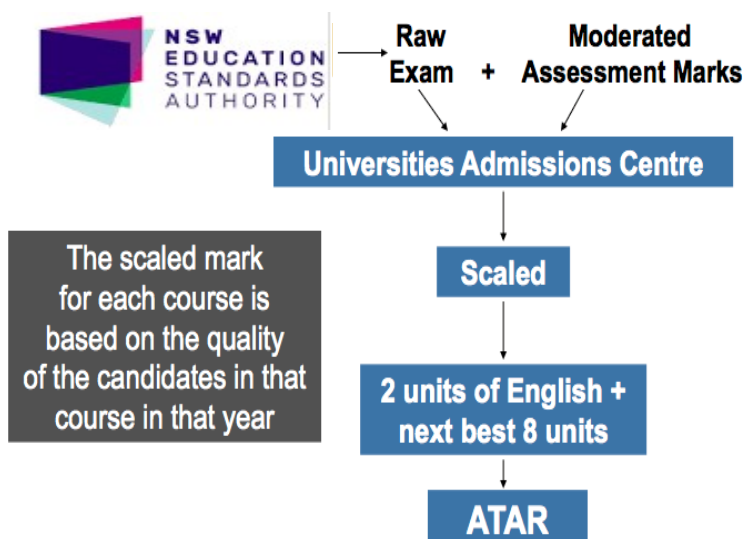
- at least 2 units of a Board Developed Course in English
 - English Studies students are required to complete the optional HSC examination
- at least three courses of 2 units value or greater
- at least four subjects

Calculation of the ATAR

Your ATAR is calculated on:

- the best 2 units of English
- the best 8 units from the remaining subjects

No more than 2 units of Category B courses may be included.



MYTHS ABOUT SUBJECT SELECTION

1. My friends are doing that subject

False – This is not a good reason to choose subjects - you might like the same music and clothes but you are not clones. Choose the subjects that you like, are interested in, are good at, and are related to your career path.

2. A particular teacher always takes a subject

False – This is not a good reason to choose subjects – teachers change schools and for many reasons the actual teacher on subjects changes from time to time. Choose courses according to your interest in the subject not according to whether you think a teacher is 'good'.

3. Some subjects always run so I can put them low in my priority list

False – Choose subjects according to your PREFERENCE. The school will then know what subjects to use and, for courses with too many people, placement in the course is more likely to go to students who placed the course as a high preference.

4. I will get my first 6 courses so the subject I put as 7th doesn't matter

False – in an ideal world, everyone will get their first six choices but many factors affect the actual courses that will run. Your seventh choice matters because you still like that subject more than anything else.

5. You get better marks doing hard subjects like Extension Mathematics or Physics

False – you get high marks if you earn high marks. Work hard, pay attention in class, review your notes, study for exams, ask for feedback and act on it, AND choose courses that suit your abilities. 2 units = 2 units, regardless of what subject it is.

6. Harder courses are scaled higher

See comment above – you get out what you put in.

7. I could get higher marks at a different school

False – NESA has processes in place so that the school you attend does not affect your marks; they are determined by your ability and effort.

8. You can't get a good ATAR doing Art, Music, Design & Technology, Drama, etc

False – your marks will reflect your abilities and efforts, not the perceptions about particular subjects.

9. Don't choose a VET course – you won't get a good ATAR

False – it doesn't matter what course you do ... it is still possible to get a good ATAR, but remember that you can only include two units from Category B (VET) courses.

10. I'll get a better ATAR if I study more than 10 units.

Not necessarily, but if you have the ability it may be worthwhile to broaden the scope of your studies. It doesn't hurt to "back yourself" with an extra 2 units.

11. I'll get into Uni later as a 'mature-age' student?

It's a common myth that when you are over 21 you are 'mature-aged' and you can get into University based on your age. Your age alone is not enough to get you into Uni. Generally, you will need some kind of qualification before an institution will make you an offer. For example, institutions may look at your Year 12 studies, your results in the Special Tertiary Admissions Test (STAT), or your achievement in various alternative entry pathways such as Certificate IV or Diploma courses studied at TAFE, a university college, or an approved Registered Training Organisation.

<http://www.uac.edu.au/undergraduate/faq/admission-requirements.shtml>

In both Year 11 and Year 12 your subject selection must include at least:

two units of English

six units of Board Developed Courses

three courses of 2 units or greater

four subjects

**YOUR ABILITY –
WHAT YOU DO WELL IN**

Your performance over recent years is an indication of what you can do well.

**YOUR INTERESTS –
WHAT YOU LIKE TO DO**

You should choose courses you like, are interested in and are motivated to do well in.

**Choosing the BEST
Year 11
subjects for YOU**

YOUR CAREER HOPES

You don't need to know exactly what you wish to do, but you should have a general idea of those career areas which interest you the most.

UNIVERSITY REQUIREMENTS

Check the subject requirements for University courses you are interested in. Select Preliminary Courses which will qualify you for an ATAR.



Useful websites

School A to Z

<http://www.schoolatoz.nsw.edu.au/homework-and-study/planning-for-the-future/year-10-subject-selection>

NSW Education Standards Authority (NESA)

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

NESA All my own work

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

University Admissions Centre (UAC)

<http://www.uac.edu.au/schoolink/year-10.shtml>

Training Services NSW

<https://www.training.nsw.gov.au/>

Careers Advisory Service

<http://www.cas.det.nsw.edu.au/>

My Future – students can create a free account using their DoE email address

<https://myfuture.edu.au/>

TAFE NSW

<https://www.tafensw.edu.au/>

Hunter River High School

Year 11 2020 – Year 12 2021

HSC Subject Fees*

Category A – Board Developed Courses	Fees**	
	Prelim	HSC
Aboriginal Studies	\$5	\$5
Agriculture	\$10	\$10
Ancient History		\$10
Biology	\$10	\$10
Business Studies	\$10	\$10
Chemistry		
Community and Family Studies	\$10	\$10
Dance	\$10	\$10
Design and Technology	\$50	\$25
English – Advanced	\$10	\$10
English – Standard	\$10	\$10
English Studies	\$10	\$10
Food Technology	\$30	\$30
Geography		
Industrial Technology - Timber	\$50	\$25
Information Processes and Technology		
Investigating Science		
Legal Studies		\$10
Mathematics Standard 1		\$10
Mathematics Standard 2		
Mathematics		
Mathematics Extension 1		
Modern History		\$10
Music 1	\$10	\$10
Personal Development, Health and Phys Ed.	\$10	\$10
Physics		
Software Design and Development	\$20	\$20
Textiles & Design	\$50	\$50
Visual Arts	\$40	\$40
Category B – Board Developed Courses – VET		
Construction	\$40***	\$40
Kitchen Operations	\$70***	\$70
Hospitality	\$70***	\$70
Metal and Engineering	\$55	\$55
Primary Industries – Agriculture	\$10	\$10
Retail Services	\$10	\$10
Board Endorsed Courses		
Certificate II in Sports Coaching	\$10***	\$10***
Certificate II Aeroskills - EVET		
Certificate III Aviation (Remote Pilot Line of Sight) - EVET		
Exploring Early Childhood	\$20	\$20
Marine Studies	\$10	\$10
Numeracy		
Photography, Video and Digital Imaging	\$10	\$10
Sport, Lifestyle and Recreation Studies	\$10	\$10
Visual Design	\$40	\$40
Work Studies	\$10	\$10

* Fees are a guide only and are subject to change.

** Fees are contributed on an annual basis and cover costs associated with lesson to lesson delivery. Other costs such as excursions, minor/major works or those associated with specific optional units of study would be in addition to fees described.

*** Subjects have additional mandatory costs associated with course delivery, see course descriptors.

Hunter River High School
Year 11 2020 – Year 12 2021
Stage 6 - Curriculum Preferences

Category A - Board Developed Courses	Code	Category B - Board Developed Courses - Vocational Education (VET)	Code
Aboriginal Studies	1	Construction Pathways [#]	26
Agriculture	2	Electrotechnology [^] Information supplied separately to Subject Booklet	27
Ancient History	3	Hospitality - Kitchen Operations [#] exclusion Hospitality - Food & Bev	28
Biology	4	Hospitality - Food and Beverage [#] exclusion Hospitality - Kitchen Ops	29
Business Studies	5	Metal and Engineering [#]	30
Chemistry	6	Primary Industries - Agriculture [#]	31
Community and Family Studies	7	Retail Services [#]	32
Dance	8		
Design and Technology	9	Board Endorsed Courses	
Food Technology	10	Exploring Early Childhood	33
Geography	11	Marine Studies	34
Industrial Technology - Timber	12	Numeracy	35
Information Processes and Technology	13	Photography, Video and Digital Imaging	36
Investigating Science	14	Sport, Lifestyle and Recreation Studies	37
Legal Studies	15	Visual Design	38
Mathematics Standard 1 [#]	16	Work Studies	39
Mathematics Standard 2	17		
Mathematics Advanced	18	Board Endorsed Courses (VET)	
Modern History	19	Aeroskills [^]	40
Music 1	20	Aviation (Remote Pilot Line of Sight) [^]	41
Personal Development, Health and Phys Ed.	21	Sports Coaching	42
Physics	22		
Software Design and Development	23	EVET/SBAT – Please list if planning to apply	
Textiles & Design	24		
Visual Arts	25		
[#] Has optional HSC exam to contribute to ATAR [#] Has Category B Status		[^] VET courses delivered by external providers at HRHS minimum numbers apply for this to occur	

Name: _____

- Returning in 2019** Yes No Maybe **P-TECH Pathway** Yes No
English Course Advanced Standard Studies[#] **Mathematics Ext 1** Yes No
ATAR Yes No Maybe

Please select 5 subjects in addition to English that would best represent a pattern of study to meet your needs. Selections 6 – 8 are reserve options. Students who are applying for a TVET or SBAT are still required to pick a complete school based pattern of study in case their application is unsuccessful.

ENTER SUBJECT AND CODE.

Preference	Subject	Code
1		
2		
3		
4		
5		
Reserve preferences		
6		
7		
8		



Hunter River High School

HIGHER SCHOOL CERTIFICATE

COURSE DESCRIPTORS



Quality Relationships, Quality Learning

Course: English (Standard)	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Advanced); English (ESL); English (Extension)
<p>Course Description</p> <p>The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course Common Module: Reading to Write Module A: Contemporary Possibilities Module B: Close Study of Literature</p> <p>HSC Course Common Module: Texts and Human Experiences Module A: Language, Identity and Culture Module B: Close Study of Literature Module C: The Craft of Writing</p>	
<p>Particular Course Requirements</p> <p>Across Stage 6 the selection of texts will give students experience of:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate 	

Course: English (Advanced)	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Standard); Fundamentals of English; English (ESL)
<p>Course Description</p> <p>The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course Common Module: Reading to Write Module A: Narratives that Shape our World Module B: Critical Study of Literature</p> <p>HSC Course Common Module: Texts and Human Experiences Module A: Textual Conversations Module B: Critical Study of Literature Module C: The Craft of Writing</p>	
<p>Particular Course Requirements</p> <p>Across Stage 6 the selection of texts will give students experience of:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate 	

Course: English Studies	
2 units for each of Preliminary and HSC years Board Developed Course	Exclusions: English (Standard); English (Advanced); English (ESL); English (Extension)
<p>Course Description The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives. The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.</p>	
<p>Main Topics Covered Preliminary Course Mandatory module – Achieving through English: English in education, work and community An additional 2–4 modules HSC Course Mandatory Common Module: Texts and Human Experiences An additional 2–4 modules</p> <p>The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.</p>	
<p>Particular Course Requirements Across Stage 6 the selection of texts will give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> • reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia • Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives, popular and youth cultures • a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts 	
<p>Please note English Studies external HSC Examination is OPTIONAL. If completed will contribute to an ATAR</p>	

Course: Aboriginal Studies	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.</p> <p>The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Part I: Aboriginality and the Land (20%) <ul style="list-style-type: none"> – Aboriginal peoples' relationship to Country – Dispossession and dislocation of Aboriginal peoples from Country – Impact of British colonisation on Country ▪ Part II: Heritage and Identity (30%) <ul style="list-style-type: none"> – The Dreaming and cultural ownership – Diversity of Aboriginal cultural and social life – Impact of colonisation on Aboriginal cultures and families – Impact of racism and stereotyping ▪ Part III: International Indigenous Community: Comparative Study (25%) <ul style="list-style-type: none"> – Location, environment and features of an international Indigenous community – Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity ▪ Part IV: Research and Inquiry Methods: Local Community Case Study (25%) Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information <p>HSC Course</p> <ul style="list-style-type: none"> ▪ Part I – Social Justice and Human Rights Issues (50%) <ul style="list-style-type: none"> A Global Perspective (20%) Global understanding of human rights and social justice AND B Comparative Study (30%) A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence ▪ Part II – Case Study of an Aboriginal community for each topic (20%) <ul style="list-style-type: none"> A Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses OR B Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses ▪ Part III – Research and Inquiry Methods – Major Project (30%) Choice of project topic based on student interest. 	
<p>Particular Course Requirements</p> <p>In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.</p>	

Course: Ancient History	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. It also gives them opportunities to develop their own perspectives on the origins and influence of ideas, values and behaviours that are still relevant in the modern world. The study of Ancient History enables students to acquire knowledge and understanding, historical skills and values and attitudes essential to an appreciation of the ancient world; to develop a lifelong interest and enthusiasm for ancient history; and to prepare for informed and active citizenship in the contemporary world.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course Part I: Investigating Ancient History</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Nature of Ancient History • Case Studies – At least TWO case studies are undertaken. One case study must be drawn from Egypt, Greece, Rome or Celtic Europe. One case study must be drawn from the Near East, Asia, the Americas or Australia <p>Part II: Features of Ancient Societies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students study at least TWO ancient societies <p>Part III: Historical Investigation</p> <p>HSC Course Part 1: Core Study</p> <ul style="list-style-type: none"> • Cities of Vesuvius – Pompeii and Herculaneum <p>Part II: Ancient Societies</p> <ul style="list-style-type: none"> <input type="checkbox"/> One ancient society is to be studied. <p>Part III: Personalities in Their Times</p> <ul style="list-style-type: none"> <input type="checkbox"/> One personality is to be studied. <p>Part IV: Historical Periods</p> <ul style="list-style-type: none"> <input type="checkbox"/> One historical period is to be studied 	
<p>Particular Course Requirements The Year 12 course requires study from at least TWO OF THE FOLLOWING AREAS: Egypt; Near East; China; Greece; or Rome. Note: The core study, Cities of Vesuvius: Pompeii and Herculaneum, is a Roman study</p>	

Course: Agriculture	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Overview (15%) ▪ The Farm Case Study (25%) ▪ Plant Production (30%) ▪ Animal Production (30%) <p>HSC Course</p> <p>Core (80%)</p> <ul style="list-style-type: none"> ▪ Plant/Animal Production (50%) ▪ Farm Product Study (30%) 	
<p>Elective (20%)</p> <p>Choose ONE of the following electives to study:</p> <ul style="list-style-type: none"> ▪ Agri-food, Fibre and Fuel Technologies ▪ Climate Challenge ▪ Farming for the 21st Century 	
<p>Particular Course Requirements</p> <p>Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.</p>	

Course: Biology	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>From 2018 students will continue to be able to study six units of Board Developed Science in Year 11 and for the 2019 HSC exam students can study up to seven units of Board Developed Science in Year 12. This change allows for the study of Science Extension - a new one unit Year 12 course which will be examined for the first time as part of the 2019 HSC. The Science Extension course will be offered to eligible students before the commencement of the HSC course.</p>	
<p>Course Description</p> <p>The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p> <p>The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p> <p>The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.</p> <p>The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.</p>	
<p>Topics Covered</p> <p>Preliminary Course – Core Modules</p> <ul style="list-style-type: none"> • Cells as the Basis of Life • Organisation of Living Things • Biological Diversity • Ecosystem Dynamics • Depth Study 	<p>HSC Course – Core Modules</p> <ul style="list-style-type: none"> • Heredity • Genetic Change • Infectious Disease • Non-infectious Disease and Disorders • Depth Study

Course: Business Studies	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
<p>Preliminary Course</p> <p>Nature of business (20%) – the role and nature of business</p> <p>Business management (40%) – the nature and responsibilities of management</p> <p>Business planning (40%) – establishing and planning a small to medium enterprise</p> <p>HSC Course</p> <p>Operations (25%) – strategies for effective operations management</p> <p>Marketing (25%) – development and implementation of successful marketing strategies</p> <p>Finance (25%) – financial information in the planning and management of business</p> <p>Human resources (25%) – human resource management and business performance</p>	

Course: Chemistry	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>From 2018 students will continue to be able to study six units of Board Developed Science in Year 11 and for the 2019 HSC exam students can study up to seven units of Board Developed Science in Year 12. This change allows for the study of Science Extension - a new one unit Year 12 course which will be examined for the first time as part of the 2019 HSC. The Science Extension course will be offered to eligible students before the commencement of the HSC course.</p>	
<p>Course Description</p> <p>The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.</p> <p>Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.</p> <p>The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.</p> <p>The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.</p>	
<p>Topics Covered</p> <p>Preliminary Course – Core Modules</p> <ul style="list-style-type: none"> • Properties and Structure of Matter • Introduction to Quantitative Chemistry • Reactive Chemistry • Drivers of Reactions • Depth Study 	<p>HSC Course – Core Modules</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equilibrium and Acid Reactions <input type="checkbox"/> Acid/base Reactions <input type="checkbox"/> Organic Chemistry <input type="checkbox"/> Applying Chemical Ideas <input type="checkbox"/> Depth Study

Course: Community and Family Studies	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Resource Management Basic concepts of the resource management process (approximately 20% of course time). ▪ Individuals and Groups The individual's roles, relationships and tasks within groups (approximately 40% of course time). ▪ Families and Communities Family structures and functions and the interaction between family and community (approximately 40% of course time). <p>HSC Course</p> <ul style="list-style-type: none"> ▪ Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time). ▪ Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time). ▪ Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). <p>HSC Option Modules Select one of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> ▪ Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan. ▪ Social Impact of Technology The impact of evolving technologies on individuals and lifestyle. ▪ Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments. 	
<p>Particular Course Requirements Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.</p>	

Course: Dance	
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p>Preliminary Course</p> <p>Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.</p> <p>Components to be completed are:</p> <ul style="list-style-type: none"> ▪ Performance (40%) ▪ Composition (20%) ▪ Appreciation (20%) ▪ Additional (20%)(to be allocated by the teacher to suit the specific circumstances/context of the class). <p>HSC Course</p> <p>Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology</p> <ul style="list-style-type: none"> ▪ Core (60%) Performance 20%, Composition 20%, Appreciation 20% ▪ Major Study (40%) Performance or Composition or Appreciation or Dance and Technology. 	
<p>Particular Course Requirements</p> <p>The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.</p> <p>The published <i>Course Prescriptions</i>, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.</p>	

Course: Design and Technology	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.</p> <p>The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.</p> <p>HSC Course</p> <p>Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.</p>	
<p>Particular Course Requirements</p> <p>In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.</p> <p>In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.</p>	

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

Course: Geography	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>	
<p>Preliminary Course</p> <p>Biophysical Interactions – how biophysical processes contribute to sustainable management. Global Challenges – geographical study of issues at a global scale. Senior Geography Project – a geographical study of student's own choosing.</p> <p>HSC Course</p> <p>Ecosystems at Risk – the functioning of ecosystems, their management and protection. Urban Places – study of cities and urban dynamics. People and Economic Activity – geographic study of economic activity in a local and global context.</p> <p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>	
<p>Particular Course Requirements</p> <p>Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>	

Course: Industrial Technology - Timber Products and Furniture Technologies

2 units for each of Preliminary and HSC Board
Developed Course

Exclusions: Nil

Course Description:

The Preliminary Course: Industry Study

Visit an industry and study the organisation and management structure of that business.

Industry-Specific Practical Component

Study is done through a series of practical projects and folio development.

Elements and Principles of Design.

The HSC Course: Industry Study

Report on the industry studied in the Preliminary course specific to the focus area studied.

Global influences on Australian industry.

Technological influences on Australian industry.

Industry-Specific Practical Component

Students spend approximately 3.5 terms of your Year 12 course "Designing and Building" a Major Practical Project of your choice.

Course Description:

This is a practical course for students with an interest in the Timber Products and the Furniture Industry or Metals and Engineering Industries. The Preliminary component of the course requires students to complete a range of skill based processes culminating in the completion of practical projects. Students develop skills to adequately support the completion of the HSC Major Project. This is a mandatory component of the HSC.

The HSC course requires students to plan and make a major project. The major project consists of a Product and an accompanying Management Folio. The major project is worth 60% of the total HSC external mark.

Particular Course Requirements:

There are no pre-requisites for this course. The Preliminary Course is practically based and it is expected that students make a school contribution to the materials used. Students are required to supply their own materials for the HSC Major Project and document a Major Works folio.

Course: Information Processes and Technology	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Computing Applications CEC
<p>Course Description Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course Introduction to Information Skills and Systems (20%) Tools for Information Processes (50%) Developing Information Systems (30%)</p> <p>HSC Course Project Management (20%) Information Systems and Databases (20%) Communication Systems (20%) Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.</p>	
<p>Particular Course Requirements There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.</p>	

Course: Investigating Science	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>From 2018 students will continue to be able to study six units of Board Developed Science in Year 11 and for the 2019 HSC exam students can study up to seven units of Board Developed Science in Year 12. This change allows for the study of Science Extension - a new one unit Year 12 course which will be examined for the first time as part of the 2019 HSC. The Science Extension course will be offered to eligible students before the commencement of the HSC course.</p>	
<p>Course Description</p> <p>The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.</p> <p>The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The 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. The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.</p> <p>The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.</p> <p>Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.</p>	
<p>Topics Covered</p> <p>Preliminary Course – Core Modules</p> <ul style="list-style-type: none"> • Cause and Effect – Observing • Cause and Effect – Inferences & Generalisations • Scientific Models • Theories and Laws • Depth Study 	<p>HSC Course – Core Modules</p> <ul style="list-style-type: none"> • Scientific Investigations Technologies • Fact or Fallacy • Science and Society • Depth Study

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

Course: Mathematics Standard		
2 units for each of Preliminary and HSC Board Developed Course		Exclusions - Mathematics
<p>Course Description</p> <p>The study of Mathematics Standard in Stage 6 enables students to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate in a concise and systematic manner.</p> <p>The Year 11 course is organised in topics, with the topics divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.</p>		
<p>Year 11 Content</p> <ul style="list-style-type: none"> • Formulae and Equations • Linear Relationships • Applications of Measurement • Working with Time • Money Matters • Data Analysis • Relative Frequency and Probability 	<p>STANDARD 1 Year 12 Content</p> <ul style="list-style-type: none"> • Types of Relationships • Right-angled Triangles • Rates • Scale Drawings • Investment • Depreciation and Loans • Further Statistical Analysis • Networks and Paths 	<p>STANDARD 2 Year 12 Content</p> <ul style="list-style-type: none"> • Types of Relationships • Non-right-angled Trigonometry • Rates and Ratios • Investments and Loans • Annuities • Bivariate Data Analysis • The Normal Distribution • Network Concepts • Critical Path Analysis
<p>Please note</p> <p>Mathematics Standard 1 external HSC Examination is OPTIONAL. If completed will contribute to an ATAR</p>		

Course: Mathematics Advanced	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Mathematics Standard
<p>Course Description</p> <p>The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides student's with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.</p> <p>The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its application in a range of disciplines at the tertiary level.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Working with Functions • Trigonometry and Measure of Angles • Trigonometric Functions and Identities • Introduction to Differentiation • Logarithms and Exponentials • Probability and Discrete Probability Distributions 	<p>HSC Course</p> <ul style="list-style-type: none"> • Graphing Techniques • Trigonometric Functions and Graphs • Differential Calculus • The Second Derivative • Integral Calculus • Modelling Financial Situations • Descriptive Statistics and Bivariate Data • Random Variables
<p>Prerequisites: For students who intend to study the Mathematics Advanced course, it is recommended that they study the topics <i>Algebraic Techniques, Surds and Indices, Equations, Linear Relationships, Trigonometry and Pythagoras theorem and Single and Variable Data Analysis</i> as well as some of <i>Non-Linear Relationships and Properties of Geometrical Shapes</i> from Stage 5.3 of <i>Mathematics Years 7-10 Syllabus</i>, if not all of the content.</p>	

Course: Mathematics Extension 1			
1 unit in each of Preliminary and HSC Board Developed Course	Exclusions: Mathematics Standard		
<p>Course Description</p> <p>Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.</p> <p>Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematical has a vital role at tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.</p>			
<p>Main Topics Covered</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Further Work with Functions • Polynomials • Inverse Trigonometric Functions • Further Trigonometric Identities • Rates of Change • Working with Combinatorics </td> <td style="vertical-align: top; width: 50%;"> <p>HSC Course</p> <ul style="list-style-type: none"> • Proof by Mathematical Induction • Introduction to Vectors • Trigonometric Equations • Further Calculus Skills • Application of Calculus • The Binomial Distribution </td> </tr> </table>		<p>Preliminary Course</p> <ul style="list-style-type: none"> • Further Work with Functions • Polynomials • Inverse Trigonometric Functions • Further Trigonometric Identities • Rates of Change • Working with Combinatorics 	<p>HSC Course</p> <ul style="list-style-type: none"> • Proof by Mathematical Induction • Introduction to Vectors • Trigonometric Equations • Further Calculus Skills • Application of Calculus • The Binomial Distribution
<p>Preliminary Course</p> <ul style="list-style-type: none"> • Further Work with Functions • Polynomials • Inverse Trigonometric Functions • Further Trigonometric Identities • Rates of Change • Working with Combinatorics 	<p>HSC Course</p> <ul style="list-style-type: none"> • Proof by Mathematical Induction • Introduction to Vectors • Trigonometric Equations • Further Calculus Skills • Application of Calculus • The Binomial Distribution 		
<p>Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the topics <i>Polynomials, Logarithms, Functions and Other Graphs and Circle Geometry</i> from Stage 5.3 of <i>Mathematics Years 7-10 Syllabus</i>, if not all of the content.</p>			

Course: Modern History	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them. The knowledge, understanding and skills that students acquire through studying Modern History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course Part I: Investigating Modern History</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Nature of Modern History • Case Studies – At least TWO case studies are undertaken. One case study must be from Europe, North America or Australia. One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. <p>Part II: Historical Investigation</p> <ul style="list-style-type: none"> <input type="checkbox"/> The historical investigation provides opportunity for all students to further develop investigative, research and presentation skills that are central to the historical inquiry process. Students are encouraged to focus on a topic that reflects their individual interests. <p>Part III: The Shaping of the Modern World</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students investigate forces and ideas that shaped the modern world. These may include the Enlightenment, the French Revolution, the Age of Imperialism, the Industrial Age, World War 1 or the End of Empire. <p>HSC Course Core Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Power and Authority in the Modern World 1919-1946 <p>National Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students investigate key features, individuals, groups, events and developments that shaped the history of a selected nation during the 20th century. <p>Peace and Conflict</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students investigate the key features of a major 20th century conflict. <p>Change in the Modern World</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students investigate the key features, including the role of individual and groups, of a major area of political and social change during the 20th century. 	
<p>Particular Course Requirements In the Preliminary course, <u>one Case Study</u> must be from Europe, North America or Australia (see list A on p.18 of the syllabus). <u>One Case Study</u> must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on p.18 of the syllabus). The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.</p>	

Course: Music 1	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Music 2 and Music Extension; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other.
<p>Course Description</p> <p>In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.</p> <p>While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.</p> <p>In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.</p> <p>In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.</p>	
<p>Particular Course Requirements</p> <p>HSC course</p> <p>Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.</p>	

Course: Personal Development, Health and Physical Education	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>	
<p>Preliminary Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> ▪ Better Health for Individuals ▪ The Body in Motion <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <ul style="list-style-type: none"> ▪ First Aid ▪ Composition and Performance ▪ Fitness Choices ▪ Outdoor Recreation 	<p>HSC Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> ▪ Health Priorities in Australia ▪ Factors Affecting Performance <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <ul style="list-style-type: none"> ▪ The Health of Young People ▪ Sport and Physical Activity in Australian Society ▪ Sports Medicine ▪ Improving Performance ▪ Equity and Health
<p>Particular Course Requirements</p> <p>In addition to core studies, students select two options in each of the Preliminary and HSC courses.</p>	

Course: Physics	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>From 2018 students will continue to be able to study six units of Board Developed Science in Year 11 and for the 2019 HSC exam students can study up to seven units of Board Developed Science in Year 12. This change allows for the study of Science Extension - a new one unit Year 12 course which will be examined for the first time as part of the 2019 HSC. The Science Extension course will be offered to eligible students before the commencement of the HSC course.</p>	
<p>Course Description</p> <p>The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.</p> <p>The problem-solving nature of Physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.</p> <p>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.</p> <p>The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of Physics often provides the unifying link between interdisciplinary studies.</p> <p>The study of Physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.</p>	
<p>Topics Covered</p> <p>Preliminary Course – Core Modules</p> <ul style="list-style-type: none"> • Kinematics • Dynamics • Waves and Thermodynamics • Electricity and Magnetism • Depth Study 	<p>HSC Course – Core Modules</p> <ul style="list-style-type: none"> • Advanced Mechanics • Electromagnetism • The Nature of Light • From the Universe to the Atom • Depth Study

Course: Software Design and Development	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Computing Applications CEC
<p>Course Description</p> <p>The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.</p> <p>The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Concepts and Issues in the Design and Development of Software (30%) <ul style="list-style-type: none"> - Social and ethical issues - Hardware and software - Software development approaches ▪ Introduction to Software Development (50%) <ul style="list-style-type: none"> - Defining and understanding the problem - Planning and designing software solutions - Implementing software solutions - Testing and evaluating software solutions - Maintaining software solutions ▪ Developing software solutions (20%) 	<p>HSC Course</p> <ul style="list-style-type: none"> ▪ Development and Impact of Software Solutions (15%) <ul style="list-style-type: none"> - Social and ethical issues - Application of software development approaches ▪ Software Development Cycle (40%) <ul style="list-style-type: none"> - Defining and understanding the problem - Planning and design of software solutions - Implementing software solutions - Testing and evaluating software solutions - Maintaining software solutions ▪ Developing a Solution Package (25%) ▪ Options (20%) <ul style="list-style-type: none"> Study one of the following options: <ul style="list-style-type: none"> - Programming paradigms or - The interrelationship between software and hardware
<p>Particular Course Requirements</p> <p>There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.</p> <p>It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.</p>	

Course: Textiles and Design	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Fashion and Textiles TVET CEC 43480, Fashion Design and Technology TVET CEC 41016
<p>Course Description</p> <p>The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>	
<p>Preliminary Course</p> <p>Design (40%) Properties and Performance of Textiles (50%) The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</p>	<p>HSC Course</p> <p>Design (20%) Properties and Performance of Textiles (20%) The Australian Textiles, Clothing, Footwear and Allied Industries (10%) Major Textiles Project (50%)</p>
<p>Particular Course Requirements</p> <p>In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p> <p>In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p>	

Course: Visual Arts	
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p>Course Description</p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>	
<p>Preliminary Course learning opportunities focus on:</p> <ul style="list-style-type: none"> ▪ the nature of practice in artmaking, art criticism and art history through different investigations ▪ the role and function of artists, artworks, the world and audiences in the artworld ▪ the different ways the visual arts may be interpreted and how students might develop their own informed points of view ▪ how students may develop meaning and focus and interest in their work ▪ building understandings over time through various investigations and working in different forms. <p>HSC Course learning opportunities focus on:</p> <ul style="list-style-type: none"> ▪ how students may develop their practice in artmaking, art criticism, and art history ▪ how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations ▪ how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations ▪ how students may further develop meaning and focus in their work. 	
<p>Particular Course Requirements</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> ▪ Artworks in at least two expressive forms and use of a process diary ▪ a broad investigation of ideas in art making, art criticism and art history. <p>HSC Course:</p> <ul style="list-style-type: none"> ▪ development of a body of work and use of a process diary ▪ a minimum of five Case Studies (4–10 hours each) ▪ deeper and more complex investigations in art making, art criticism and art history. 	

Board Endorsed Courses

There are two types of Board Endorsed Courses – Content Endorsed Courses and School Developed Courses.

Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses.

Schools may also develop special courses in order to meet student needs. These courses must be approved by the Board of Studies.

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

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

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

Course: Exploring Early Childhood	
Content Endorsed Course	Exclusions: Nil
<p>Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.</p> <p>This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p> <p>The study of this course will enable students to:</p> <ul style="list-style-type: none">▪ develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years▪ recognise the uniqueness of all children, including those who have special needs▪ become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play▪ identify the range of services developed and provided for young children and their families▪ consider the role of family and community in the growth, development and learning of young children▪ reflect upon potential implications for themselves as adults, in relation to young children▪ understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families▪ become aware of the work opportunities available in the area of children's services.	

Course: Marine Studies	
Content Endorsed Course	Exclusions: Nil
<p>The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.</p> <p>The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty first-century.</p> <p>Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.</p> <p>Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students' acquire skills to solve real life problems.</p> <p>Through Marine Studies students will develop:</p> <ul style="list-style-type: none"> ▪ knowledge, understanding and appreciation that promote sound environmental practices in the marine environment ▪ the ability to cooperatively manage activities and communicate in a marine context ▪ an ability to apply the skills of critical thinking, research and analysis ▪ knowledge and understanding of marine industries and their interaction with society and with leisure pursuits ▪ knowledge, understanding and skills in safe practices in the marine context. 	

Course: Numeracy	
Content Endorsed Course	Exclusions: Nil
<p>Course Description</p> <p>The Numeracy course supports students to develop the core numeracy skills required to become active and successful participants in society. When students become functionally numerate, they are able to manage a situation or solve a problem in everyday contexts. This course offers students the opportunity to prepare for post-school options including employment or further training.</p> <p>The Mathematics Stage 6 syllabuses build upon students' learning in the Mathematics K–10 Syllabus, assume students have developed core numeracy skills and offer opportunities for students to think mathematically. Mathematical thinking involves questioning, communicating, reasoning and reflecting and promotes students' ability to generalise, challenge, find connections and think critically and creatively.</p>	
<p>Year 11 Content</p> <ul style="list-style-type: none"> • Whole numbers • Operations with whole decimals • Distance, area and volume • Time • Data, graphs and tables • Fractions and decimals • Operations with fractions and decimals • Metric relationships • Length, mass and capacity • The probability of everyday events <p>Year 12 Content</p> <ul style="list-style-type: none"> • Percentages linked with fractions and decimals • Finance • Location, time and temperature • Space and design • Rates and ratios • Statistics and probability • Exploring numeracy using NRMT 	

<p>Course: Photography, Video and Digital Imaging</p>
<p>Content Endorsed Course</p> <p>Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>
<p>Course Description</p> <p>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p>
<p>Main Topics Covered</p> <p>Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> ▪ Wet Photography ▪ Video ▪ Digital Imaging. <p>Modules include:</p> <ul style="list-style-type: none"> ▪ Introduction to the Field ▪ Developing a Point of View ▪ Traditions, Conventions, Styles and Genres ▪ Manipulated Forms ▪ The Arranged Image ▪ Temporal Accounts. <p>An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p>
<p>Particular Course Requirements</p> <p>Students are required to keep a diary throughout the course.</p>

Course: Sport, Lifestyle and Recreation Studies

Content Endorsed Course

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.

Course: Visual Design
Content Endorsed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
Course Description This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture. Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world. The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.
Main Topics Covered Modules may be selected in any of the four broad fields of: <ul style="list-style-type: none">▪ graphic design▪ wearable design▪ product design▪ interior/exterior design. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.
Particular Course Requirements Students are required to keep a diary throughout the course.

Course: Work Studies	
Content Endorsed Course	Exclusions: Nil
<p>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.</p> <p>This course in Work Studies will assist students:</p> <ul style="list-style-type: none"> ▪ to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities ▪ to develop an understanding of the changing nature of work organisation and the implications for individuals and society ▪ to undertake an extended work placement to allow for the development of specific job-related skills ▪ to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas ▪ to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace. 	
<p>The course has two core studies, and elective course modules.</p> <p>Core 1 – Work and change Core 2 – Experiencing work</p> <p>Modules There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours.</p>	

VET Course Information

2020-2021

Stage 6 Course Descriptors

Board Developed Courses

- Certificate II in Construction Pathways
- Certificate I in Engineering (Metal and Engineering)
- Certificate II in Kitchen Operations
- Certificate II in Hospitality
- Certificate II in Agriculture – Primary Industries
- Certificate III in Retail Services

Board Endorsed Courses

- Certificate II in Sports Coaching

Board Endorsed Courses [delivered at school by external providers]

Information provided is what is currently available on the NESA (NSW Education Standards Authority) website it is subject to change without notice for 2020

- Statement of Attainment towards Certificate II in Aeroskills [RTO - Aviskills]
- Certificate III in Aviation (Remote Pilot Visual Line of Sight) [RTO - UVAIR]

Tamworth RTO 90162 VET Course Information 2020 Hunter River High School



Quality Relationships, Quality Learning

FREQUENTLY ASKED QUESTIONS

What does VET mean?

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

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

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

What is reported on the HSC?

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

What are competencies?

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

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

VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF), are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards a ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.

What is the Australian Quality Framework (AQF)?

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

What are Australian Qualification Framework (AQF) qualifications?

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

What are Industry Curriculum Frameworks?

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

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

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

What are Specialisation Courses?

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

Why is work placement compulsory in some VET courses?

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

Who delivers VET to students?

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

What is RPL?

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

What is Credit Transfer?

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

How do employability skills relate to VET courses?

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

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

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

CPC20211 Certificate II in Construction Pathways (CPC08 release V9.4)

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

2020 STAGE 6 COURSE DESCRIPTION – CONSTRUCTION

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

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

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

Compulsory/Core Units – HSC Examinable		Students may study a selection of the following elective units.	
CPCCCM1012A	Work effectively and sustainably in the construction industry	CPCCA2011A	Handle carpentry materials
CPCCCM1013A	Plan and organise work	CPCCA2002B	Use carpentry tools and equipment
CPCCCM1014A	Conduct workplace communication	CPCCJN2001A	Assemble components
CPCCCM1015A	Carry out measurements and calculations	CPCCJN2002B	Prepare for off-site manufacturing processes
CPCCCM2001A	Read and interpret plans and specifications	CPCCWF2001A	Handle wall and floor tiling materials
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPCCWF2002A	Use wall and floor tiling tools and equipment
CPCCWHS1001	Work safely in the construction industry	CPCCM2006B	Apply basic levelling procedures
CPCCM2005B	Use construction tools and equipment	CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials
		CPCCBL2002A	Use bricklaying and blocklaying tools & equipment
		CPCCO2013A	Carry out concreting to simple forms
		CPCCA2003A	Erect and dismantle formwork for foots and slabs on ground

Course contribution (to be made directly to school): **\$40**

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

Please discuss any matters relating to refunds with your school

Course specific resources and equipment:

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.

Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

- **Students will be required to have or obtain a White Card. This course is organised by the school and requires the payment of \$90**
- **The wearing of leather upper shoes is compulsory**
- **When working outdoors a sun-safe hat should be worn, sunscreen will be provided**
- **See TAS faculty for more information**

Exclusions:

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

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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



SCHOOL VET COURSE 2020

ADVANCED MANUFACTURING & ENGINEERING

Certificate I Engineering MEM10105 (Metals and Engineering)

What are the Opportunities?

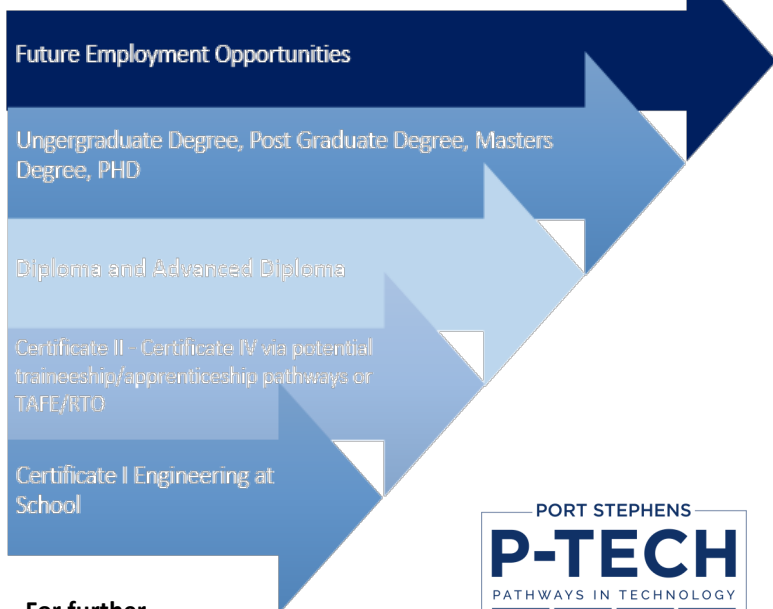
- New apprenticeship and traineeship pathways for school leavers
- Employment opportunities are within this local region for local students
- Increased need for skilled workforce within Advanced Manufacturing and Engineering
- P-TECH Port Stephens Partners are local organisations who employ school leavers
- This course is delivered to students with a view to prepare for employment and further education opportunities
- Nationally recognised qualification that leads to further learning options
- This school delivered VET course can count towards HSC units and your ATAR

Benefits for Students at HRHS

- Provide students with an advantage to learn the level of expectation, skills and knowledge that equips them for job interviews and employment options
- Employer expectations and the workforce
- Non technical skills and competency based training
- Skills and knowledge are assessed in innovative ways rather than a classroom test
- VIP access to Industry events and workplaces
- Mentoring and work placement
- Insight to a rewarding and growing industry
- Links with industry partners
- 70 hours of work placement that potentially leads to employment

This P-TECH pathway opens up a breadth of opportunities.

HRHS & P-TECH Port Stephens Certificate I Engineering aims to provide a strong focus on enhancing the curiosity, innovation and creativity in students that is enriched through various teaching methods. Our goal with P-TECH Port Stephens is to inspire and support students who have a passion for advanced manufacturing and engineering and as shown below, the opportunities are broad and extensive. Each level of qualification links directly to local, national and international employment opportunities.



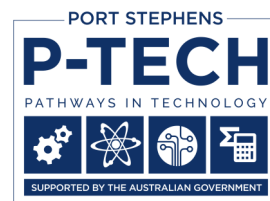
For further information contact Liana Nadalin
lnadalin@saf.org.au | 0425 214 918

www.ptech.org.au

Additional websites

www.hunterriv-h.schools.nsw.edu.au

www.engineersaustralia.org.au



Australian Government



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

2020 STAGE 6 COURSE DESCRIPTION – METAL AND ENGINEERING

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

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

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Possible Elective Units – teacher will advise	
MEM16007A	Work with others in a manufacturing, engineering or related environment	MEM03003B	Perform sheet and plate assembly
MEM12023A	Perform engineering measurements	MEM05004C	Perform routine oxy acetylene welding
MEM13014A	Apply principles of occupational health and safety in the work environment	MEM05003B	Perform Soft Soldering
MEM12024A	Perform computations	MEM03001B	Perform manual production assembly
MEM14004A	Plan to undertake a routine task	MEM05007C	Perform manual heating and thermal cutting
MEM15002A	Apply quality systems	MEM05012C	Perform routine manual metal arc welding
MEM15024A	Apply quality procedures	MEM07023B	Use workshop machines for basic operations
MEM18001C	Use hand tools	MEM16005A	Operate as a team member to conduct manufacturing, engineering or related activities
MEM18002B	Use power tools/hand held operations		

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

Course contribution (to be made directly to school): **\$55.00**

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.
Please discuss any matters relating to refunds with your school

Course specific resources and equipment:

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.
Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

- **Long navy blue work pants and black steel capped boots are required at the participants expense**
- **See the TAS faculty for more information**

Exclusions:

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

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

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

SIT20416 Certificate II in Kitchen Operations (Release 1)
Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations (Release 1)

2020 STAGE 6 COURSE DESCRIPTION – KITCHEN OPERATIONS

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

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality industry with a focus on kitchen operations. Students who are assessed as competent in sufficient units of competency will be eligible to receive a full Certificate qualification; partial completion will lead to the award of a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways	

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

Compulsory/Core Units – HSC Examinable		Qualification Core	
SITXFSA001	Use hygienic practices for food safety	SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practices	SITHCCC011	Use cookery skills effectively
BSBWOR203	Work effectively with others	Students may study a range of elective units including	
SITHIND002	Source and use information on the hospitality industry	BSBSUS201	Participate in Environmentally sustainable work practices
SITHCCC001	Use food preparation equipment	SITHCCC002	Prepare and present simple dishes
SITHCCC005	Prepare dishes using basic methods of cookery	SITHCCC008	Prepare vegetable, fruit, egg and farinaceous dishes
SITHKOP001	Clean kitchen premises and equipment	SITHCCC006	Produce appetisers and salads
SITXFSA002	Participate in safe food handling practices	SITHCCC003	Prepare sandwiches
		SITHFAB005	Prepare and serve espresso coffee

Course contribution (to be made directly to school): **\$70.00**

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.

If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

Please discuss any matters relating to refunds with your school

Course specific resources and equipment:

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.

Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

- **This course has a mandatory uniform requirement. This uniform can be hired at an additional cost to the student of \$20.00. Alternatively, students may purchase their own uniform. Prices do vary and students are advised to check with the TAS faculty before purchasing**
- **See TAS faculty for more information**

Exclusions: VET course exclusions can be checked on the NESA website at

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

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

- | | |
|--|---|
| <ul style="list-style-type: none"> • 2 Units x 1 year courses: 35 hours • 2 Units x 2 years courses: 70 hours • 4 Units x 1 year courses 70 hours | <p style="text-align: center;"><i>Specialisation Courses</i></p> <ul style="list-style-type: none"> 1 Unit x 60 hrs requires an additional 14 hrs 2 Units x 120 hrs requires an additional 35 hrs |
|--|---|

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

SIT20316 Certificate II in Hospitality (Release 2)
Statement of Attainment towards SIT20316 Certificate II in Hospitality (Release 2)
2020 STAGE 6 COURSE DESCRIPTION – HOSPITALITY

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

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

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/ HSC Examinable		Elective Units	
SITXFSA001	Use hygienic practices for food safety	SITHCCC001	Use food preparation equipment
SITXWHS001	Participate in safe work practices	BSBCMM201	Communicate in the workplace
BSBWOR203	Work effectively with others	SITHCCC003	Prepare sandwiches
SITHIND002	Source and use information on the hospitality industry	BSBSUS201	Participate in environmentally sustainable work practices
SITXCCS003	Interact with customers	SITHCCC002	Prepare and present simple dishes
SITHFAB004	Prepare and serve non-alcoholic beverages	SITHCCC006	Prepare appetisers and salads
SITHFAB005	Prepare and serve espresso coffee	SITXCOM001	Source and present
SITHFAB007	Serve food and beverage	HLTAID003	Provide first aid
Qualification Core			
SITXCOM002	Show social and cultural sensitivity		
SITHIND003	Use hospitality skills effectively		
<p>Course contribution (to be made directly to school): \$ 70.00 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i></p>			
<p>Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>		<ul style="list-style-type: none"> • This course has a mandatory uniform requirement. This uniform can be hired at an additional cost to the student of \$20.00. Alternatively, students may purchase their own uniform. Prices do vary and students are advised to check with the TAS faculty before purchasing • See TAS faculty for more information 	
<p>Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p>			

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

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

Credit Transfer and Recognition of Prior Learning (RPL)

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Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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AHC20116 Certificate II in Agriculture (AHC 4.0)
Statement of Attainment towards AHC20116 Certificate II in Agriculture (AHC 4.0)

2020 STAGE 6 COURSE DESCRIPTION – PRIMARY INDUSTRIES

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

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

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Elective units	
AHCWHS201	Participate in WHS processes	Students may study a range of units drawn from the following areas	
AHCWRK209	Participate in environmentally sustainable work practices	Tractors AHCMOM202	Operate tractors
AHCWRK201	Observe and report on weather	AHCBIO201	Inspect and clean machinery for plant, animal and soil material
AHCCHM201	Apply chemicals under supervision	AHCMOM304	Operate machinery and equipment
AHCWRK204	Work effectively in the industry	Feeding and watering stock AHCLSK211	Provide feed for livestock
and EITHER		AHCLSK209	Monitor water supplies
AHCLSK202	Care for health and welfare of livestock	Fencing AHCINF202	Install, maintain and repair farm fencing
AHCLSK205	Handle livestock using basic techniques	AHCINF201	Carry out basic electric fencing operations
AHCLSK204	Carry out regular livestock observation	Growing plants AHCNSY201	Pot up plants
AHCLSK206	Identify and mark livestock	AHCSOL202	Assist with soil or growing media sampling and testing
OR		AHCNSY203	Undertake propagation activities
AHCPMG202	Treat plant pests, diseases and disorders	Showtime AHCLSK316	Prepare livestock for competition
AHCNSY202	Care for nursery plants		
AHCPCM201	Recognise plants	<i>A variety of other units relevant to farm assistance and agricultural work may also be delivered by other RTOs. Talk to your school for more information.</i>	

Course contribution (to be made directly to school): \$10.00

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.

If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

Please discuss any matters relating to refunds with your school

Course specific resources and equipment:

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.

Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

- **Leather upper shoes are compulsory and long navy work pants are advised**
- **When working outdoors a sun-safe hat should be worn, sunscreen will be provided**
- **Please see the Science/Agriculture faculty for more information**

Exclusions:

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

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation Skills

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

SIR30216– Retail Services Training Package (Release 2.0)

Certificate III in Retail or Statement of Attainment

2020 STAGE 6 COURSE DESCRIPTION – RETAIL SERVICES

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

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the retail services and customer service industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways	

Course structure: The course structure will be based on SIR30216			
Compulsory/Core Units		HSC Examinable*	Elective Units
	Units of competency		
SIRXCEG001	Engage the Customer	SIRRINV001	Receive and handle retail stock
SIRXCEG002	Assist with customer difficulties	SIRXSLS002	Follow point-of-sale handling procedures
SIRXCEG003	Build customer relationships and loyalty	SIRRMER001	Produce visual merchandise displays
SIRXCOM002	Work effectively in a team	SIRXPDK002	Advise on products and services
SIRXIND001	Work effectively in a service environment	SIRRRTF001	Balance and secure point-of-sale terminal
SIRXRSK001	Identify and respond to security risks	SIRXIND002	Organise and maintain the store environment
SIRXSLS001	Sell to the retail customer		
SIRXWHS002	Contribute to workplace health and safety		
Course contribution (to be made directly to school): \$10.00 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		<ul style="list-style-type: none"> • See the HSIE faculty for more information 	
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 http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions			

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation Skills

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

SIS20513 Certificate II in Sport Coaching (Release 2)

Statement of Attainment towards SIS20513 Certificate II in Sport Coaching (Release 2)

2020 STAGE 6 COURSE DESCRIPTION – SPORT COACHING

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

Board Endorsed Course	Nil status for Australian Tertiary Admission Rank (ATAR)
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.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the sports education and coaching industries. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways	

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

Compulsory/Core Units		Possible Elective Units	
BSBWOR202A	Organise and complete daily work activities	SISSPT201A	Implement sports injury prevention
HLTAID003	Provide first aid	SISXCAI101A	Provide equipment for activities
SISSCO101	Develop and update knowledge of coaching practices	ICPDMT263	Access and use the Internet
SISSCO202	Coach beginner or novice participants to develop fundamental motor skills	SISSPT303A	Conduct basic warm-up and cool-down programs
SISSDE201	Communicate effectively with others in a sport environment	SISSOF101	Develop and update officiating knowledge
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions	A range of specialisation units are available in in this course including Basketball, Rugby League, Netball, Athletics and a mixture of other sports. Consult your teacher to discuss which units are included in courses at your school.	
SISXIND211	Develop and update sport, fitness and recreation industry knowledge		
SISXWHS101	Follow work health and safety policies		

Course contribution (to be made directly to school): **\$10.00**

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.
Please discuss any matters relating to refunds with your school

Course specific resources and equipment:

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.
Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

- **Students must complete a registered 1st Aid course as a requirement of the Certificate II SIS20513 this will be an additional cost to the student of approximately \$70.00**
- **See the PDHPE faculty for more information**

Exclusions:

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

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

Students undertaking this course are required to complete a minimum of 35hrs work placement.

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.

Qualification changes and updates

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

Foundation Skills

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

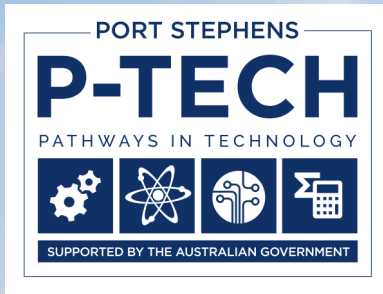
School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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



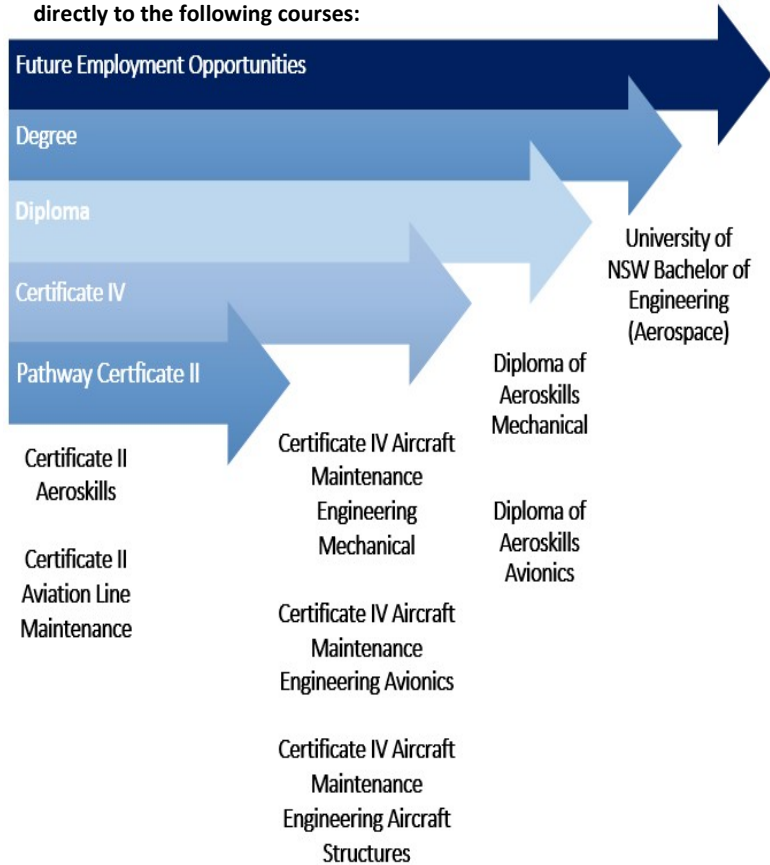
What are the Opportunities?

- Newcastle Airport is expanding to cater for international flights
- More jobs will become available in the aviation sector
- Joint Strike Fighter (JSF, F-35), Hawk Lead In Fighter has been recently awarded to the Williamstown area
- The classic and super hornet maintenance contracts have been recently awarded to Defence organisations in the Williamstown area
- New apprenticeship opportunities will be available to local school leavers
- HRHS offering a pathway to Certificate II Aero Skills in 2018

Benefits for Students at HRHS

- RDA Hunter and TAFE NSW are proposing that local students from the Hunter Region be provided with the opportunity to gain school based training in Aeroskills
- This NSW Educational Standards (NESA) endorsed course will provide the Hunter's young people access to the aerospace industry via a Certificate II Aeroskills Pathway in Year 11/12 through EVET and possible school-based traineeship pathways
- The Certificate II Aeroskills (MEA20415) will provide the Hunter's young people with the skills to perform repair and overhaul tasks on a limited range of electrical, hydraulic, pneumatic, electro-hydraulic and electropneumatic aircraft components
- Possible work placement opportunities to supplement learning
- Mentoring and support provided to ensure students can relate classroom learning to the workplace
- Site tours and industry experiences to complement this course

Opportunities for advancement in the industry will be enhanced with the core competencies from this Pathway Certificate II mapping directly to the following courses:



For more information please contact

kathy.cox@rdahunter.org.au

Liana Nadalin, P-TECH Industry Liaison

Liana.nadalin@det.nsw.edu.au



Australian Government



Aeroskills

AQF VET qualification: MEA20415 Certificate II in Aeroskills

Training Package: MEA Aeroskills (version 1.4)

Eligibility: Aeroskills Extension (60 indicative hours) is available only to school-based trainees who care currently entered in, or have completed, Aeroskills (240 indicative hours).

Exclusions: Nil

Course options

41605 – Aeroskills (240 indicative hours)

Pattern of study: 2 units x 2 years

Enter this NESACourse number for both Year 11 (Preliminary) and Year 12 (HSC) on Schools Online.

41641 – Aeroskills Extension (60 indicative hours)

Pattern of study: 1 unit x 1 year

Depending on delivery, enter this NESACourse number for either Year 11 (Preliminary) or Year 12 (HSC) on Schools Online.

HSC course requirements

Aeroskills (240 indicative hours)

- the possible qualification outcome is a Statement of Attainment towards MEA20415 Certificate II in Aeroskills
- accredited for a total of 4 units at the Preliminary and/or HSC level
- attempt core and/or elective units of competency to a minimum of 240 HSC indicative hours
- complete a minimum of 70 hours of mandatory work placement (under carefully controlled practices and/or simulated environments)
- for school-based trainees, mandatory work placement requirements are met through the on-the-job training component of the school-based traineeship.

Aeroskills Extension (60 indicative hours)

- the possible qualification outcome is MEA20415 Certificate II in Aeroskills
- accredited for a total of 1 unit at the Preliminary and/or HSC level
- attempt core and/or elective units of competency (not previously undertaken) to a minimum of 60 HSC indicative hours and to meet the qualification packaging rules
- mandatory work placement requirements are met through the on-the-job training component of the school-based traineeship.

The requirements for the completion of an HSC VET course are different to the requirements for AQF VET qualification completion. Registered Training Organisations (RTOs) need to ensure that delivery of courses meets HSC course requirements and complies with Training Package rules.

For a course to count towards the HSC program of study, students must satisfy the course completion criteria as required by the NSW Education Standards Authority (NESA). Refer to the [Assessment Certification Examination \(ACE\) website](#). There must be sufficient evidence that the student has:

- followed the course developed or endorsed by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
- achieved some or all of the course outcomes
- (where applicable) undertaken the mandatory work placement.

Unit credit for the Higher School Certificate

Aeroskills HSC VET courses count as Board Endorsed unit credit for the HSC but do not contribute towards an Australian Tertiary Admission Rank (ATAR).

To facilitate flexibility of VET in the HSC, courses may be delivered as Preliminary, as HSC or as a combination of Preliminary and HSC units.

The HSC credit units will be allocated to students' Preliminary and/or HSC patterns of study as required.

The pattern of study (NESA course number) entered on Schools Online should reflect the delivery of the HSC VET course over successive years. For example, delivery of a 240 HSC indicative hour course over two years should be entered as 2 units x 2 years. Students will be credentialled for the HSC credit units entered each calendar year, provided they have satisfactorily completed the course requirements for that calendar year as determined by the school, college or RTO.

Course content

Core

Unit code and title	Status for AQF VET qualification	HSC indicative hours of credit
<u>MEA101 Interpret work health and safety practices in aviation maintenance</u>	core	20
<u>MEA103 Plan and organise aviation maintenance work activities</u> Prerequisites: <u>MEA101</u> <u>MEA105</u> <u>MEA107</u> <u>MEA108</u>	core	15
<u>MEA105 Apply quality standards applicable to aviation maintenance</u> Prerequisites: <u>MEA101</u> <u>MEA107</u>	core	20
<u>MEA107 Interpret and use aviation maintenance industry manuals and specifications</u>	core	20
<u>MEA108 Complete aviation maintenance industry documentation</u> Prerequisite: <u>MEA105</u>	core	20
<u>MEA109 Perform basic hand skills, standard trade practices and fundamentals in aviation maintenance</u> Prerequisites: <u>MEA105</u> <u>MEA108</u>	core	40
<u>MEA117 Apply self in the aviation maintenance environment</u>	core	20
<u>MSAENV272B Participate in environmentally sustainable work practices</u>	core	15

Total HSC indicative hours for core units of competency:

170

Elective

Unit code and title	Status for AQF VET qualification	HSC indicative hours of credit
<p><u>MEA238 Perform routine removal and installation of miscellaneous aircraft electrical hardware/components</u> Prerequisites: <u>MEA101 MEA103 MEA105 MEA107 MEA108 MEA109</u></p>	elective – Group A (avionic)	25
<p><u>MEA239 Fabricate aircraft electrical looms and harnesses</u> Prerequisites: <u>MEA101 MEA103 MEA105 MEA107 MEA108 MEA109</u></p>	elective – Group A (avionic)	25
<p><u>MEA240 Use electrical test equipment to perform basic electrical tests</u> Prerequisites: <u>MEA101 MEA103 MEA105 MEA107 MEA108 MEA109</u></p>	elective – Group A (avionic)	20
<p><u>MEA329 Maintain aircraft basic hydraulic and pneumatic components or parts</u> Prerequisites: <u>MEA101 MEA103 MEA105 MEA107 MEA108 MEA109</u></p>	elective – Group B (mechanical)	40
<p><u>MEA330 Maintain aircraft non-primary structural removable components or parts and internal fittings</u> Prerequisites: <u>MEA101 MEA103 MEA105 MEA107 MEA108 MEA109</u></p>	elective – Group B (mechanical)	40
<p><u>MEA331 Maintain aircraft gas turbine engine components or parts</u> Prerequisites: <u>MEA101 MEA103 MEA105 MEA107 MEA108 MEA109</u></p>	elective – Group B (mechanical)	40
<p><u>MEA332 Maintain aircraft mechanical components or parts</u> Prerequisites: <u>MEA101 MEA103 MEA105 MEA107 MEA108 MEA109</u></p>	elective – Group B (mechanical)	40
<p><u>MEA333 Maintain aircraft piston engine components or parts</u> Prerequisites: <u>MEA101 MEA103 MEA105 MEA107 MEA108 MEA109</u></p>	elective – Group B (mechanical)	40
<p><u>MEA406 Repair/modify aircraft non-primary structural sheet metal components¹</u> Prerequisites: <u>MEA101 MEA103 MEA105 MEA107 MEA108 MEA109</u></p>	elective – Group C (structures)	30

¹ This unit of competency is only available for school-based trainees.

AQF VET qualification

Qualification packaging rules are contained in the [MEA Aeroskills Training Package](#) at training.gov.au.

In summary, to attain [MEA20415 Certificate II in Aeroskills](#) students must achieve 11 or 12 units of competency (depending on the stream chosen):

- Avionic 12 units of competency – 8 core units, 3 units from elective Group A and 1 unit from elective Group B or C
- Mechanical 12 units of competency – 8 core units, 3 units from elective Group B and 1 unit from elective Group A or C
- Structures 11 units of competency – 8 core units, 2 units from elective Group C and 1 unit from elective Group A or B.

Other information

Criteria for the endorsement of VET Board Endorsed courses (VET BECs)

The criteria for endorsement of VET BECs are outlined in the [Guidelines for Stages 5 and 6 VET Board Endorsed courses](#).

HSC VET course delivery

HSC VET courses can only be delivered by an RTO with the relevant qualification and units of competency on their scope of registration. Scope of registration can be checked at training.gov.au.

RTOs offering training programs for the delivery and assessment of Aeroskills HSC VET courses must meet the requirements of the VET Quality Framework, the [MEA Aeroskills Training Package](#) and the HSC course.

Information about the delivery of HSC VET courses by RTOs other than school system RTOs or TAFE NSW is contained on the [ACE website](#).

Non-government schools outsourcing delivery of HSC VET courses to external providers also need to refer to the [Registered and Accredited Individual Non-government Schools \(NSW\) Manual](#) or [Registration Systems and Member Non-government Schools \(NSW\) Manual](#).

HSC work placement requirements

Work placement is a mandatory HSC requirement for all Aeroskills VET courses.

Students undertaking HSC VET courses as part of a school-based apprenticeship or traineeship will meet mandatory work placement hour requirements through the on-the-job training component of the school-based apprenticeship or traineeship.

Students' outside employment (ie not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course ([ACE 8051](#)).

Non-completion of work placement is grounds for withholding the HSC course. Schools and colleges are advised to follow the procedure for issuing 'N' determinations as outlined on the [ACE website](#).

Allocation of HSC indicative hours of credit

Units of competency drawn from Training Packages are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to their aptitude and experience. Where a training program is designed for delivery by an RTO, the RTO will specify the length of the training program according to the delivery strategies and/or curriculum resources chosen.

However, for the purposes of the HSC, VET courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency. It is emphasised that the assignment of indicative hours does not imply that all students will fulfil all requirements of a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However, this does not alter the HSC indicative hours allocated, only the delivery hours.

Students may need to spend additional time practising skills in a work environment and completing projects and assignments, in order to fulfil Training Package assessment requirements.

It is anticipated students completing the 240-hour course plus 60-hour extension course under regular course arrangements would achieve the Certificate II qualification.

Exclusions

Where there is significant overlap between an HSC VET course and other HSC VET or general education courses, NESA has an exclusion between the courses. Exclusions are generally applied at a course level rather than at the unit of competency level.

Schools should check all course exclusions when determining an appropriate pattern of study for their students.

Course exclusions for Aeroskills are detailed on the first page of this course description.

Recognition of Prior Learning (RPL) and credit transfer within VET courses

Students who have current knowledge, skills or experience relevant to a VET course may be granted credit towards the course requirements.

Find out more about arrangements for [RPL and credit transfer within VET courses](#), including processes, application form and examples of possible scenarios.

School-based apprentices and trainees

Read information about provision for [school-based apprentices and trainees within the HSC](#).

Information on requirements and arrangements for NSW school-based apprenticeships and traineeships is available on the [Training Services NSW website](#).

Students with special education needs

Students with special education needs may access a VET course in one of two ways:

- by undertaking the course under regular course arrangements, or
- by undertaking selected units of competency within the course that have been identified through the collaborative curriculum planning process.

For more information see [VET courses and students with special education needs and collaborative curriculum planning advice](#).

Students in Years 9 and 10 (Stage 5)

In certain circumstances students in Years 9 and 10 (Stage 5) may access Stage 6 VET courses. Further information is available in the [Stage 5 VET section](#).



CERTIFICATE III AVIATION

(Remote Pilot—Visual Line of Sight) AVI30316



What are the Opportunities?

The career opportunities in this industry are varied, some of which are listed below:

- Be part of one of the fastest growing industries in the world with this innovative qualification that supplements post school options
- Professional training from UAVAIR provides much more than just the minimum qualifications to fly drones
- Developed by leaders in the industry and taught in an innovative learning environment at HRHS
- Students gain the skills needed to operate multi-rotor UAV's to the highest standards
- Students are trained for the use of Unmanned Aerial Vehicles in the professional setting
- This is the only course approved by both the Civil Aviation Safety Authority (CASA), NSW Education Standards Authority (NESA) and the Australian Qualifications Framework (AQF)

Real Estate
Photography

Wedding & Event
Photography

News Images

Occupational
Health & Safety
Monitoring

Powerline
Inspection &
Monitoring

Surveying &
Mapping

Environmental
Surveying

Environment
Assessment &
Monitoring

Agricultural
Measurement &
Monitoring

Photogrammetry

3D Imaging

Bushfire
Monitoring &
Risk Assessment

Asset Inspection

First Response
Emergency
Deployment

Benefits for Students at HRHS

- The course is delivered at HRHS
- Over 10 hours instructed piloting of a UAV
- Learn how to maintain and repair the aircraft
- Understand all pre and post flight checks
- Safety and communications skills are a priority
- CASA Air law / Rules and Regulations are clearly learnt
- Reading maps, charts & airspace
- LiPo battery safety and management skills
- Securing data and images with Remote piloted aircraft
- Take part in simulated missions
- Meteorology skills and Aerodynamics skills
- Aeronautical Radio Operator Certificate and Remote Pilots Licence (RePL)

For further information
contact Liana Nadalin
 email: lnadalin@saf.org.au
 phone: 0425 214 918
 web: www.ptech.org.au



Australian Government



Aviation (Remote Pilot)

AQF VET qualification: AVI30316 Certificate III in Aviation (Remote Pilot – Visual Line of Sight)

Training Package: AVI Aviation (version 3)

BOSTES course name	Pattern of study	BOSTES course number	Schools Online (Administration) entry advice
Aviation (Remote Pilot) (240 hours)	2 units x 2 years	65579	Enter this course number for both Preliminary (Year 11) and HSC (Year 12)

Eligibility: Nil

Exclusions: Nil

HSC course requirements

Aviation (Remote Pilot) (240 indicative hours)

- the possible qualification outcome is AVI30316 Certificate III in Aviation (Remote Pilot – Visual Line of Sight)
- accredited for a total of 4 units at the Preliminary and/or HSC level
- attempt all units of competency.

The requirements for the completion of an HSC VET course are different to the requirements for AQF VET qualification completion. Registered Training Organisations (RTOs) need to ensure that delivery of courses meets HSC course requirements and complies with Training Package rules.

For a course to count towards the HSC program of study, students must satisfy the course completion criteria as required by the Board of Studies, Teaching and Educational Standards NSW. (Refer to the [Assessment Certification Examination \(ACE\) website](#).) There must be sufficient evidence that the student has:

- followed the course developed or endorsed by BOSTES
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
- achieved some or all of the course outcomes
- (where applicable) undertaken the mandatory work placement.

Unit credit for the Higher School Certificate

Aviation (Remote Pilot) HSC VET courses count as Board Endorsed unit credit for the HSC but do not contribute towards an Australian Tertiary Admission Rank (ATAR).

To facilitate flexibility of VET in the HSC, courses may be delivered as Preliminary, as HSC or as a combination of Preliminary and HSC units.

The HSC credit units will be allocated to students' Preliminary and/or HSC patterns of study as required.

The pattern of study (BOSTES course number) entered on *Schools Online (Administration)* should reflect the delivery of the HSC VET course over successive years. For example, delivery of a 240 HSC indicative hour course over two years should be entered as

2 units x 2 years. Students will be credentialled for the HSC credit units entered each calendar year, provided they have satisfactorily completed the course requirements for that calendar year as determined by the school, college or RTO.

Course content

Unit code and title	Status for AQF VET qualification	HSC indicative hours of credit
AVIE0001 Operate aeronautical radio	core	15
AVIF0013 Manage human factors in remote pilot aircraft systems operations	core	10
AVIF3023 Apply regulations and policies during remote pilot aircraft systems operations	core	10
AVIH3019 Navigate remote pilot aircraft systems	core	30
AVIK3002 Use infotechnology devices in an aviation workplace	core	10
AVIW3037 Manage remote pilot aircraft systems pre- and post-flight actions	core	15
AVIW3038 Operate and manage remote pilot aircraft systems	core	25
AVIY3073 Control remote pilot aircraft systems on the ground	core	15
AVIY3074 Launch remote pilot aircraft systems	core	15
AVIY3075 Control remote pilot aircraft systems in normal flight	core	30
AVIY3076 Recover remote pilot aircraft systems	core	15
AVIY3077 Manage remote pilot aircraft systems in abnormal flight situations	core	15
AVIY3078 Manage remote pilot aircraft systems energy source requirements	core	20
AVIZ3052 Apply situational awareness in remote pilot aircraft systems operations	core	15

AQF VET qualification

Qualification packaging rules are contained in the [AVI Aviation Training Package](#) at <http://training.gov.au>.

In summary, to attain [AVI30316 Certificate III in Aviation \(Remote Pilot – Visual Line of Sight\)](#) students must achieve 14 core units of competency.

Other information

Criteria for the endorsement of Board Endorsed VET courses (VET BECs)

The criteria for endorsement of VET BECs are outlined in the *Guidelines for Stages 5 and 6 Board Endorsed VET Courses* available on the BOSTES website at www.boardofstudies.nsw.edu.au/voc_ed/board-endorsed-courses.html.

HSC VET course delivery

HSC VET courses can only be delivered by an RTO with the relevant qualification and units of competency on their scope of registration. Scope of registration can be checked at <http://training.gov.au>.

RTOs offering training programs for the delivery and assessment of Aviation (Remote Pilot) HSC VET courses must meet the requirements of the VET Quality Framework, the [AVI Aviation Training Package](#) and the HSC course.

Information about the delivery of HSC VET courses by RTOs other than school system RTOs or TAFE NSW institutes is contained on the BOSTES [Assessment Certification Examination \(ACE\) website](#).

Non-government schools outsourcing delivery of HSC VET courses to external providers also need to refer to the *Registered and Accredited Individual Non-government Schools (NSW) Manual* or *Registration Systems and Member Non-government Schools (NSW) Manual* which are available on the BOSTES website at <http://rego.bostes.nsw.edu.au>.

Allocation of HSC indicative hours of credit

Units of competency drawn from Training Packages are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to their aptitude and experience. Where a training program is designed for delivery by an RTO, the RTO will specify the length of the training program according to the delivery strategies and/or curriculum resources chosen.

However, for the purposes of the HSC, VET courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency. It is emphasised that the assignment of indicative hours does not imply that all students will fulfil all requirements of a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However, this does not alter the HSC indicative hours allocated, only the delivery hours.

Students may need to spend additional time practising skills in a work environment and completing projects and assignments, in order to fulfil Training Package assessment requirements.

Exclusions

Where there is significant overlap between an HSC VET course and other HSC VET or general education course, BOSTES has an exclusion between the courses. Exclusions are generally applied at a course level rather than at the unit of competency level.

Schools should check all course exclusions when determining an appropriate pattern of study for their students.

Course exclusions for Aviation (Remote Pilot) are detailed on the first page of this course description.

Recognition of Prior Learning (RPL) and credit transfer within VET courses

Students who have current knowledge, skills or experience relevant to a VET course may be granted credit towards the course requirements.

Arrangements for RPL and credit transfer within VET courses, including processes, application form and examples of possible scenarios, are detailed on the BOSTES website at www.boardofstudies.nsw.edu.au/voc_ed/rpl.html.

School-based apprentices and trainees

Information regarding provision for school-based apprentices and trainees within the HSC is available on the BOSTES website at www.boardofstudies.nsw.edu.au/voc_ed/apprenticeships-traineeships.html.

Information on requirements and arrangements for NSW school-based apprenticeships and traineeships is available at www.training.nsw.gov.au/individuals/apprenticeships_traineeships/school_based/index.html.

Students with special education needs

Students with special education needs may access a VET course in one of two ways:

- by undertaking the course under regular course arrangements, or
- by undertaking selected units of competency within the course that have been identified through the collaborative curriculum planning process.

For more information, see the [VET Courses and Students with Special Education Needs](#) fact sheet, as well as [Collaborative Curriculum Planning](#) advice, on the BOSTES website.

Students in Years 9 and 10 (Stage 5)

In certain circumstances students in Years 9 and 10 (Stage 5) may access Stage 6 VET courses. Further information is available on the BOSTES website at www.boardofstudies.nsw.edu.au/voc_ed/stage-5.html.