

HUNTER RIVER HIGH SCHOOL

Subject Selection Booklet

YEAR 11 – 2021 YEAR 12 – 2022



Hunter River High School



Hunter River High School is committed to our core values and celebrates our students' success and achievement throughout their education.

Our core values in the school are Harmony, Respect, Honesty and Success.

These values drive Hunter River High School students to succeed in their chosen pathway.

The ability to work harmoniously together and move forward into the future. Our ability to respect our community, staff, peers, and broader industry. Our honest approach to student learning, goals, and future pathways, and the way we celebrate the success of our students demonstrates Hunter River High School's commitment to excellence, education, and student achievement.



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Introduction

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

The final two years of school are very special and should be a fulfilling experience for all. Importantly, they open up pathways to future possibilities for further study and career aspirations for each student. To this end, subject choices for Years 11 and 12 should be considered along with career goals and futures planning. Although a successful HSC journey will involve significant and sustained hard work, most students find this time satisfying and personally rewarding. School is, of course, about much more than the subjects taken and the most successful students are those who remain or become fully involved in the life of the school, whether it be through sport, cultural activities, service and/or social opportunities.

Hunter River High School prides itself on being able to provide thorough quality advice to ensure that individual students are able to select the course which most appropriately reflects their abilities, interests and aspirations. Advice is shared via the Year 10 Careers program and through well-being activities to assist students to make informed decisions about subject selection.

Selecting subjects for the HSC is not a simple or hurried consideration, hence the reason we start the process in mid-Term 2. It is important for students to discuss the course offerings as they relate to their individual interests and abilities with a wide variety of people.

Not all courses outlined in the booklet will be available in 2021

Courses will depend on a number of factors such as staffing, and 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 as 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

Year 10 students are encouraged to select a program of study even if planning to leave at the end of Year 10. For students who are thinking of leaving it is of most importance that they select a study pattern that can assist them in accessing and applying for employment or post school education pathways. 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. You should choose courses that you are good at, interested in and may use in the future.

When considering which courses to study, ensure you explore the content of a course, requirements for the HSC, and understand what topics you will study. Some key considerations when selecting your courses are:

- Ability
- Interest and motivation
- Syllabus Requirements – Major work, performance, portfolios
- Other commitments
- Career pathway

Talk with your teachers or Career Advisor 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 Year 10 or gain other qualifications that satisfy NESA requirements;
- 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;
- complete the HSC minimum standard testing;
- sit for and make a serious attempt at the required HSC exams;
- satisfactorily complete courses in the patterns of study detailed below.

You must satisfactorily complete:

- a Year 11 pattern of study that includes a minimum 12 units;
- a Year 12 pattern of study that includes a minimum 10 units.

Both patterns of study must include at least:

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

HSC: All My Own Work – a Program in Ethical Scholarship for HSC students

The HSC: All My Own Work program is designed to strengthen the capacity of HSC students to follow the principles and practices of good scholarship, including understanding and valuing ethical practices related to locating and using information as part of their HSC program.

The program will consist of a number of modules which can be accessed online in a flexible, self-paced mode. It is expected that the program will take between 5 and 10 hours to complete. Each student is required to satisfactorily complete the material contained in the program before commencing their HSC program of study. Satisfactory completion of the program will be an eligibility requirement for candidates entering Higher School Certificate courses.

HSC Minimum Standards requirement

Students need reading, writing and numeracy for everyday life after school. To show they meet the HSC minimum standard, students will be required to achieve an ACSF Level 3 basic standard in short online reading, writing and numeracy tests of skills for everyday life, prior to December in their HSC year.

If a student does not meet the HSC minimum standard they will not receive a HSC credential when results and ATARs are released in December of their HSC year.

However, students do not need to meet the HSC minimum standard to complete their Year 12 studies, sit their HSC examinations, receive their HSC assessment and examination results, receive a Record of School Achievement, attain a UAC-calculated ATAR and receive their University offers.

Some courses have certain rules and prerequisites. There are also specific eligibility rules for some Language 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 NESAs 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

- The large number of courses set by Education Standards
- Are examined by Education Standards
- Can contribute to the calculation of the ATAR
- Are divided into Category A and Category B courses

Board Endorsed courses

Are developed by schools, TAFE and universities. They count as units towards your HSC however, **do not** have an HSC examination, and **will not** contribute towards the calculation of an 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. Some VET subjects are Category B, Board Develop Courses; this means they will have an optional exam that could go towards and ATAR calculation. Only one Category B can be used in an ATAR calculation.

VET courses contribute towards your HSC, and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. These qualifications range from Statement of Attainments through to Certificate III depending on the course studied.

The school delivered VET courses are listed in this book. Externally delivered VET (eVET) courses will be offered later in the year and normally applied for throughout Term 3. Those interested in externally delivered VET should contact the Careers Advisor for information and application forms when they become available.

This booklet does contain information on eVET courses that are offered for study on site at Hunter River High School.

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.

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.

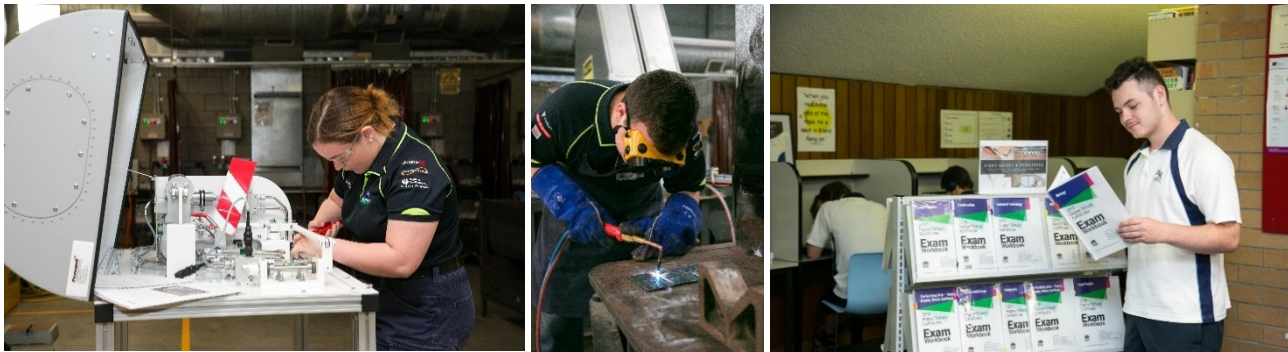
English and Mathematics Extension Courses are available at Year 11 and Year 12 levels. Students must study the Year 11 Extension course in these subjects before proceeding to the Year 12 extension courses.

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 Advisor. Life Skills courses count towards the HSC but not towards an ATAR.

Life Skills courses are available in the following areas: Community and Family Studies; 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.

The school-based assessment guidelines will be tougher to prevent plagiarism, and malpractice 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. 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 adjustments).

Australian Tertiary Admissions Rank (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 ranked in the top 20 percent of students in NSW completing the HSC.

It is important to note that there is a difference between course **performance** and **position**. You may perform well in a subject, but not necessarily position well in comparison to every student studying that subject in NSW.

University Entry

Entry to University for school leavers 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:

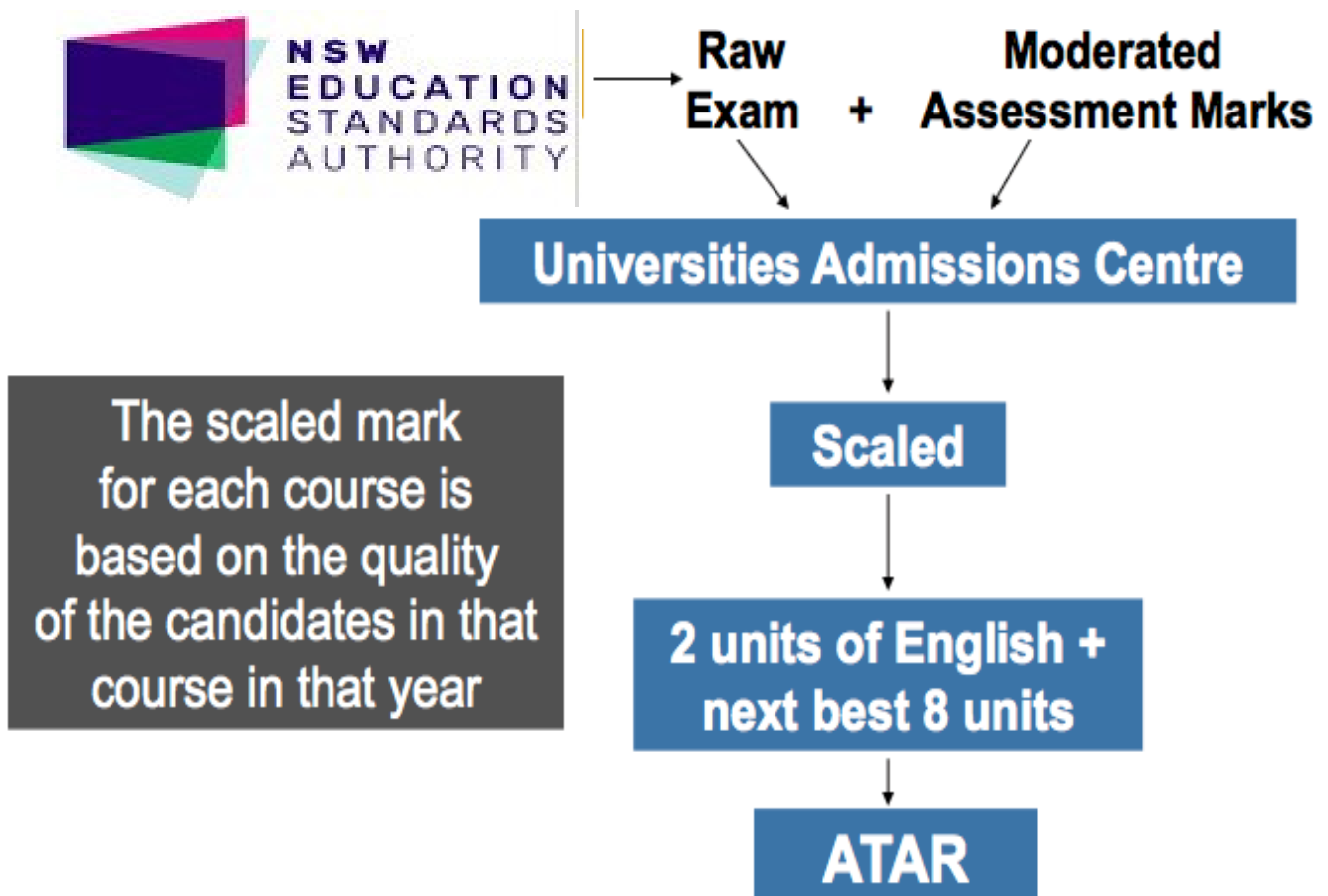
- at least 2 units of a Board Developed Course in English;
 - English Studies students are required to complete the optional HSC examination
- at least three courses of 2 units value or greater;
- at least four subjects.

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



Common myths about Subject Selection

1. My friends are doing that subject

This is not a good reason to choose subjects - you might like the same music and clothes but you are not a clone. 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

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

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

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

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

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

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

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.

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)

<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/>

HSC Subject Fees

Year 11 2021 – Year 12 2022

Category A – Board Developed Courses	Fees**	
	Prelim	HSC
English – Advanced	\$10	\$10
English – Standard	\$10	\$10
English – Extension 1	\$10	\$10
English Studies	\$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
Earth & Environmental Science		
Food Technology	\$30	\$30
Geography		
Industrial Technology – Timber product & Furniture Technologies	\$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 Physical Education	\$10	\$10
Physics		
Software Design and Development	\$20	\$20
Textiles & Design	\$50	\$50
Visual Arts	\$40	\$40
Board Endorsed Course		
Exploring Early Childhood	\$20	\$20
Marine Studies	\$10	\$10
Numeracy	\$0	\$0
Photography, Video and Digital Imaging	\$15	\$15
Sport, Lifestyle and Recreation Studies	\$10	\$10
Visual Design	\$40	\$40
Work Studies	\$10	\$10
VET		
Construction	\$40	\$40
Manufacturing and Engineering	\$55	\$55
Hospitality – Kitchen Operations	\$70***	\$70
Hospitality – Food and Beverage	\$70***	\$70
Primary Industries – Agriculture	\$10	\$10
Retail Services	\$10	\$10
Aeroskills - eVET		
Aviation (Remote Pilot Line of Sight) - eVET		

* 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.

Subject Selection Process 2020

The subject selection process for Hunter River High School is an online process. Students will require to access their school email address to make their preferences for 2021. Please watch the video available [here](#)

Step 1: Students will access their email address where they will receive an email from Web Preferences

Step 2: Students click on the link to be taken to their unique preference portal

Step 3: Read and discuss all information available inside portal with family or staff

Step 4: Select your preferences

Step 5: Print a copy of your receipt and get it signed at home

Step 6: Provide receipt to School Administration Office



HUNTER RIVER HIGH SCHOOL
Higher School Certificate Course Descriptors

Board Developed Courses



English (Advanced)

English Faculty

Head Teacher: Steven Friend

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$10	HSC: \$10	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

Across the Stage 6 English Advance course students are required to:

- Explore a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Experience 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
- Explore 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
- Study texts with a wide range of cultural, social and gender perspectives
- Integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate

Course Description

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.

Main Topics Covered:

Preliminary Course

- Common Module: Reading to Write
- Module A Narratives that Shape our World
- Module B Critical Study of Literature

HSC Course

- Common Module: Texts and Human Experiences
- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: The Craft of Writing

Exclusions

English (Standard); English (ESL); English (Extension)

English (Standard)

English Faculty

Head Teacher: Steven Friend

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$10	HSC: \$10	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

Across the Stage 6 English Standard course students are required to:

- Explore a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Experience 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
- Explore 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
- Study texts with a wide range of cultural, social and gender perspectives
- Integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate

Course Description

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.

Main Topics Covered:

Preliminary Course

Common Module: Reading to Write
 Module A: Contemporary Possibilities
 Module B: Close Study of Literature

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

Exclusions

English (Advanced); Fundamentals of English; English (ESL)

English Extension 1

English Faculty

Head Teacher: Steven Friend

1 UNIT	BOARD DEVELOPED COURSE		CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$10	HSC: \$10	HSC EXAMINATION			Compulsory		Optional

Course Requirements

Year 11 course

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

Year 12 course

Students are required to study:

- at least THREE prescribed texts for the elective study which must include two print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)
- at least TWO related texts.

Course Description

The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

Main Topics Covered:

Year 11 course

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

The course has one mandatory module: Texts, Culture and Value as well as a related research project.

Year 12 course

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are

- Literary Homelands
- Worlds of Upheaval
- Reimagined Worlds
- Literary Mindscapes
- Intersecting Worlds

Exclusions

English (Standard); English (ESL); English Studies

English Studies

English Faculty

Head Teacher: Steven Friend

2 UNIT	BOARD DEVELOPED COURSE		CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$10	HSC: \$10	HSC EXAMINATION		Compulsory	Optional		

Course Requirements

Across Stage 6 English Studies the selection of texts will give students experiences of the following as appropriate:

- 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

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.

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

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.

Exclusions

English (Standard); English (Advanced); English (ESL); English (Extension 1)

Aboriginal Studies

HSIE Faculty

Head Teacher: Mel Naylor

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$5	HSC: \$5	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

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.

Course Description

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.

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.

Main Topics Covered

Preliminary Course

- Part I: Aboriginality and the Land
- Part II: Heritage and Identity
- Part III: International Indigenous Community: Comparative Study
- Part IV: Research and Inquiry Methods: Local Community Case Study

HSC Course

- Part I – Social Justice and Human Rights Issues
 - A** Global Perspective
 - B** Comparative Study
- Part II – Case Study of an Aboriginal community for each topic
 - A** Aboriginality and the Land
 - OR
 - B** Heritage and Identity
- Part III – Research and Inquiry Methods – Major Project Choice of project topic based on student interest.

Exclusions

Nil

Agriculture

Science Faculty

Head Teacher: Mathew Robson

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$10	HSC \$10	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time

Course Description

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.

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

Main Topics Covered:

Preliminary Course

- Overview
- The Farm Case Study
- Plant Production
- Animal Production

HSC Course Core

- Plant/Animal Production
- Farm Product Study

Exclusions

Nil

Ancient History

HSIE Faculty

Head Teacher: Mel Naylor

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$0	HSC \$10	HSC EXAMINATION		Compulsory	Optional	

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

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.

Main Topics Covered

Preliminary Course

Part I: Investigating Ancient History

- 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

Part II: Features of Ancient Societies

- Students study at least TWO ancient societies

Part III: Historical Investigation

HSC Course

Part 1: Core Study

- Cities of Vesuvius – Pompeii and Herculaneum

Part II: Ancient Societies

- One ancient society is to be studied.

Part III: Personalities in Their Times

- One personality is to be studied.

Part IV: Historical Periods

- One historical period is to be studied

Exclusions

Nil

Biology

Science Faculty

Head Teacher: Mathew Robson

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$10	HSC \$10	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts

Course Description

The Year 11 course investigates cellular structure and provides a basis for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and on biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.

Main Topics Covered:

Preliminary Course

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

HSC Course

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders
- Depth Study

Exclusions

Nil

Business Studies

HSIE Faculty

Head Teacher: Mel Naylor

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$10	HSC \$10	HSC EXAMINATION		Compulsory	Optional	

Course Description

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Main Topics Covered:

Preliminary Course

- Nature of business - the role and nature of business
- Business management - the nature and responsibilities of management
- Business planning - establishing and planning a small to medium enterprise

HSC Course

- Operations - strategies for effective operations management
- Marketing - development and implementation of successful marketing strategies
- Finance - financial information in the planning and management of business
- Human resources - human resource management and business performance

Exclusions

Nil

Chemistry

Science Faculty

Head Teacher: Mathew Robson

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$0	HSC: \$0	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts

Course Description

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

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

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.

Main Topics Covered:

Preliminary Course

- **Module 1** - Properties and Structure of Matter
- **Module 2** - Introduction to Quantitative Chemistry
- **Module 3** - Reactive Chemistry
- **Module 4** - Drivers of Reactions

HSC Course

- **Module 5** - Equilibrium and Acid Reactions
- **Module 6** - Acid/Base Reactions
- **Module 7** - Organic Chemistry
- **Module 8** - Applying Chemical Ideas

Exclusions

Nil

Community and Family Studies

TAS Faculty

Head Teacher: Shane Lloyd

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$10	HSC: \$10	HSC EXAMINATION		Compulsory	Optional	

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.

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.

Main Topics Covered:

Preliminary Course

- **Resource Management**- Basic concepts of the resource management process
- **Individuals and Groups** - The individual's roles, relationships and tasks within groups
- **Families and Communities** - Family structures and functions and the interaction between family and community

HSC Course

- **Research Methodology** - Research methodology and skills culminating in the production of an Independent Research Project
- **Groups in Context** - The characteristics and needs of specific community groups
- **Parenting and Caring** - Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society

HSC Option Modules

- **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.

Exclusions

Nil

Dance

CAPA Faculty

Head Teacher: Christine Carroll (rel.)

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$10	HSC: \$10	HSC EXAMINATION		Compulsory	Optional	

Course Requirements HSC course

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.

The published *Course Prescriptions*, 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.

Students selecting Dance are required to keep a process diary of the development of all practical core and major study components.

Course Description

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.

Components to be completed are:

- Performance
- Composition
- Appreciation
- Additional

HSC Course

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.

- Core
- Performance
- Composition
- Appreciation
- Major Study: Performance or Composition or Appreciation or Dance and Technology.

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.

Design and Technology

TAS Faculty

Head Teacher: Shane Lloyd

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$50	HSC: \$25	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

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

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

Course Description

The **Preliminary course** involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The **HSC course** applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

Main Topics Covered:

Preliminary Course

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

HSC Course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

Exclusions

Nil

Earth and Environmental Science

Science Faculty

Head Teacher: Mathew Robson

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$0	HSC: \$0	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

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

Course Description

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

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

Main Topics Covered:

- **Module 1** Earth's Resources
- **Module 2** Plate Tectonics
- **Module 3** Energy Transformations
- **Module 4** Human Impacts

HSC Course

- **Module 5** Earth's Processes
- **Module 6** Hazards
- **Module 7** Climate Science
- **Module 8** Resource Management

Exclusions

Nil

Food Technology

TAS Faculty

Head Teacher: Shane Lloyd

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$30	HSC: \$30	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

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.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

Course Description

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.

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.

Main Topics Covered:

Preliminary course

- Food Availability and Selection
- Food Quality
- Nutrition

HSC course

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

Exclusions

Nil

Geography

HSIE Faculty

Head Teacher: Mel Naylor

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$0	HSC: \$0	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

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

Course Description

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.

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.

Main Topics Covered:

Preliminary Course

- 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.

HSC Course

- 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.

Exclusions

Nil

Industrial Technology – Timber Products and Furniture Technologies

TAS Faculty

Head Teacher: Shane Lloyd

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$50	HSC: \$25	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

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 Description

This is a practical course for students with an interest in the Timber Products and the Furniture Industry. 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.

In the preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasize different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

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.

Main Topics Covered:

- *Industry Study* - structural, technical, environmental and sociological factors, personnel issues, Work Health and Safety
- *Design* – and plan projects by completing folios
- *Management and Communication* – manager work by completing folios associated with projects
- *Production* – develop knowledge and skills by constructing projects
- *Industry Related Manufacturing Technology* – develop knowledge and understanding of materials, processes, tools, equipment and machinery by completing projects.

Assessment: HSC Course

- | | |
|---|------|
| ▪ Knowledge and understanding of course content | 40% |
| ▪ Knowledge and skills in designing, managing, producing and evaluating a major project | 60% |
| ▪ Total | 100% |

Exclusions

Nil

Information Processes and Technology

Mathematics Faculty

Head Teacher: Christopher Neal (rel.)

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$0	HSC: \$0	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.

Course Description

Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

Main Topics Covered Preliminary Course

- Introduction to Information Skills and Systems (20%) Tools for Information Processes (50%)
- Developing Information Systems (30%)

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

Exclusions

Nil

Investigating Science

Science Faculty

Head Teacher: Mathew Robson

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$0	HSC: \$0	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Course Description

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

Main Topics Covered:

Preliminary Course

- **Module 1** Cause and Effect – Observing
- **Module 2** Cause and Effect – Inferences and Generalisations
- **Module 3** Scientific Models
- **Module 4** Theories and Laws

HSC Course

- **Module 5** Scientific Investigations
- **Module 6** Technologies
- **Module 7** Fact or Fallacy?
- **Module 8** Science and Society

Exclusions

Nil

Legal Studies

HSIE Faculty

Head Teacher: Mel Naylor

2 UNIT	BOARD DEVELOPED COURSE		CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$0	HSC: \$10	HSC EXAMINATION	Compulsory	Optional			

Course Requirements

No special requirements

Course Description

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.

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.

Main Topics Covered:

Preliminary Course

- 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)

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.**

HSC Course

- 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)

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter Workplace
- World order.

Each topic's **themes and challenges** should be integrated into the study of the topic

Exclusions

Nil

Mathematics

Mathematics Faculty

Head Teacher: Christopher Neal (rel.)

2 UNIT	BOARD DEVELOPED COURSE		CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$0	HSC: \$0	HSC EXAMINATION			Compulsory		Optional

Course Requirements

For students who intend to study the Mathematics Advanced course, it is recommended that they study the topics *Algebraic Techniques, Surds and Indices, Equations, Linear Relationships, Trigonometry and Pythagoras theorem and Single and Variable Data Analysis* as well as some of *Non-Linear Relationships and Properties of Geometrical Shapes* from Stage 5.3 of *Mathematics Years 7-10 Syllabus*, if not all of the content.

Course Description

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

Main Topics Covered:

Preliminary Course

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

HSC Course

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

Exclusions

Mathematics Standard 2, Mathematics Standard 1, Numeracy

Mathematics Standard 1

Mathematics Faculty

Head Teacher: Christopher Neal (rel.)

2 UNIT	BOARD DEVELOPED COURSE		CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$0	HSC: \$10	HSC EXAMINATION			Compulsory	Optional	

Course Requirements

Nil

Course Description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.

Main Topics Covered:

Preliminary Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

HSC Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

Exclusions

Mathematics Standard 2, Mathematics, Numeracy, Mathematics Extension 1 & 2

Mathematics Standard 2

Mathematics Faculty

Head Teacher: Christopher Neal (rel.)

2 UNIT	BOARD DEVELOPED COURSE		CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$0	HSC: \$0	HSC EXAMINATION			Compulsory	Optional	

Course Requirements

Nil

Course Description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Main Topics Covered:

Preliminary Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

HSC Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

Exclusions

Mathematics Standard 1, Mathematics, Numeracy, Mathematics Extension 1 & 2

Mathematics Extension 1

Mathematics Faculty

Head Teacher: Christopher Neal (rel.)

1 UNIT	BOARD DEVELOPED COURSE		CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$0	HSC: \$0	HSC EXAMINATION			Compulsory	Optional	

Course Requirements

For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the topics *Algebraic Techniques, Surds and Indices, Equations, Linear Relationships, Trigonometry and Pythagoras theorem and Single and Variable Data Analysis* as well as some of *Non-Linear Relationships and Properties of Geometrical Shapes* from Stage 5.3 of *Mathematics Years 7-10 Syllabus*, if not all of the content.

Course Description

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.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

All students studying the Mathematics Extension 1 course will sit for an HSC examination.

Main Topics Covered:

Preliminary Course

- Further Work with Functions
- Polynomials
- Inverse Trigonometric Functions
- Further Trigonometric Identities
- Rates of Change
- Working with Combinatorics

HSC Course

- Proof by Mathematical Induction
- Introduction to Vectors
- Trigonometric Equations
- Further Calculus Skills
- Application of Calculus
- The Binomial Distribution

Exclusions

Mathematics Standard 2, Mathematics Standard 1, Numeracy

Modern History

HSIE Faculty

Head Teacher: Mel Naylor

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$0	HSC: \$10	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

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

- One case study must be from Europe, North America or Australia, AND
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study in peace and conflict, and one study of change in the modern world.

Main Topics Covered:

Preliminary Course

- **Investigating Modern History**
 - Students undertake at least ONE option from 'The Nature of Modern History', and at least TWO case studies.
- **Historical Investigation**
- **The Shaping of the Modern World**
 - At least ONE study from 'The Shaping of the Modern World' is to be undertaken.

HSC Course

- **Core Study:** Power and Authority in the Modern World 1919–1946
- **One 'National Studies' topic**
- **One 'Peace and Conflict' topic**
- **One 'Change in the Modern World' topic**

Exclusions

Nil

Music 1

CAPA Faculty

Head Teacher: Christine Carroll (rel.)

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$10	HSC: \$10	HSC EXAMINATION		Compulsory	Optional	

Course Requirements HSC course

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

Course Description

In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

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.

Personal Development, Health and Physical Education

PDHPE Faculty

Head Teacher: Alex Mudd

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$10	HSC: \$10	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

In addition to core studies, students select **two** options in each of the Preliminary and HSC courses.

Course Description

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Preliminary course

Core topics

- Better Health for Individuals
- The Body in Motion

Options component

TWO of the following options:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC course

Core topics

- Health Priorities in Australia
- Factors Affecting Performance

Options component

TWO of the following options:

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

Exclusions

Nil

Physics

Science Faculty

Head Teacher: Mathew Robson

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelm: \$0	HSC: \$0	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Course Description

The Year 11 course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

Main Topics Covered:

Preliminary Course

- **Module 1** Kinematics
- **Module 2** Dynamics
- **Module 3** Waves and Thermodynamics
- **Module 4** Electricity and Magnetism

HSC Course

- **Module 5** Advanced Mechanics
- **Module 6** Electromagnetism
- **Module 7** The Nature of Light
- **Module 8** From the Universe to the Atom

Exclusions

Nil

Software Design and Development

Mathematics Faculty

Head Teacher: Christopher Neal (rel.)

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$20	HSC: \$20	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

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.

Course Description

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.

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.

Main Topics Covered:

Preliminary Course

- Concepts and Issues in the Design and Development of Software
- Introduction to Software Development
- Developing Software Solutions

HSC Course

- Development and Impact of Software Solutions
- Software Development Cycle
- Developing a Solution Package
- Options – Study ONE of the following options:
 - Programming paradigms or
 - The interrelationship between software and hardware

Exclusions

Nil

Textiles and Design

TAS Faculty

Head Teacher: Shane Lloyd

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$50	HSC: \$50	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study of 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.

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 Textile, Clothing, Footwear and Allied Industries

Course Description

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile, Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item(s).

Preliminary course

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

HSC course

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textile, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%)

Exclusions

Nil

Visual Arts

CAPA Faculty

Head Teacher: Christine Carroll (rel.)

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
Course Cost	Prelim: \$40	HSC: \$40	HSC EXAMINATION		Compulsory	Optional	

Course Requirements

Preliminary course:

- Artworks in at least two expressive forms and use of a process diary
- A broad investigation of ideas in artmaking, art criticism and art history

HSC course:

- 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 artmaking, art criticism and art history.

Course Description

Visual Arts involves students in artmaking, art criticism and art history. Student critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students develop their own artworks, culminating in a 'body of work' in the HSC course.

Preliminary Course

- 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.

HSC Course

- 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.

Exclusions

Nil

HUNTER RIVER HIGH SCHOOL

Higher School Certificate Course Descriptors

Board Endorsed Courses



Exploring Early Childhood

TAS Faculty

Head Teacher: Shane Lloyd

2 UNIT	BOARD ENDORSED COURSE	CATEGORY	N/A	ATAR COURSE	YES	NO
Course Cost			HSC EXAMINATION	No Examination		

Course Requirements

The course comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. Fourteen optional modules are included in this course.

The time allocated to each optional module is flexible within the range of 15–30 hours depending on the number of units for the course and the way in which the course is delivered

Course Description

Our society is increasingly recognising that children's experiences in the early childhood years form the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

Main Topics Covered:

- knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact on young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction, research and analysis and decision-making and evaluation
- respect for the individuality and uniqueness of young children and their families
- an appreciation of the value and importance of supportive and responsible relationships with young children

Exclusions

Nil

Marine Studies

Science Faculty

Head Teacher: Mathew Robson

2 UNIT	BOARD ENDORSED COURSE	CATEGORY	N/A	ATAR COURSE	YES	NO
Course Cost			HSC EXAMINATION	No Examination		
Course Requirements						
Nil						
Course Description						
<p>The oceans cover more than 70% 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>Main Topics Covered:</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. 						
Exclusions						
Nil						

Numeracy

Math Faculty

Head Teacher: Christopher Neal

2 UNIT	BOARD ENDORSED COURSE	CATEGORY	N/A	ATAR COURSE	YES	NO
Course Cost			HSC EXAMINATION	No Examination		
<p>Course Requirements</p> <p>The Numeracy course can be studied as a stand-alone course or in conjunction with the Mathematics Standard course, where the student would benefit from additional learning opportunities to strengthen their numeracy development.</p> <p>It is anticipated that students undertaking Mathematics Advanced or higher courses have already consolidated essential numeracy skills, and would not benefit from studying this course.</p>						
<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:</p> <ul style="list-style-type: none"> ▪ build upon students' learning in the Mathematics K–10 Syllabus, ▪ assume students have developed core numeracy skills; and ▪ offer opportunities for students to think mathematically. <p>Mathematical thinking involves questioning, communicating, reasoning and reflecting and promotes students' ability to generalise, challenge, find connections and think critically and creatively.</p>						
<p>Exclusions</p> <p>Nil</p>						

Photography, Video and Digital Imaging

CAPA Faculty

Head Teacher: Christine Carroll

2 UNIT	BOARD ENDORSED COURSE	CATEGORY	N/A	ATAR COURSE	YES	NO
Course Cost			HSC EXAMINATION	No Examination		

Course Requirements

Nil

Course Description

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.

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.

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.

Main Topics Covered:

Through Photography, Video and Digital Imaging students will develop:

Through Photography, Video and Digital Imaging students will develop:

Modules may be selected in any of the three broad fields of:

- Wet Photography
- Video
- Digital Imaging.

Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

Exclusions

Nil

Sport, Lifestyle and Recreation Studies

PDHPE Faculty

Head Teacher: Alex Mudd

2 UNIT	BOARD ENDORSED COURSE	CATEGORY	N/A	ATAR COURSE	YES	NO
Course Cost			HSC EXAMINATION	No Examination		

Course Requirements

The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component.

Course Description

Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Main Topics Covered:

Through the study of Sport, Lifestyle and Recreations course, students learn to develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that affect quality of performance
- an ability to analyse and implement strategies to promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20–40 hours in duration)

Exclusions

Nil

Visual Design

CAPA Faculty

Head Teacher: Christine Carroll

2 UNIT	BOARD ENDORSED COURSE	CATEGORY	N/A	ATAR COURSE	YES	NO
Course Cost			HSC EXAMINATION	No Examination		

Course Requirements

Students are required to keep a diary throughout the course

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:

- 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.

Exclusions

Nil

Work Studies

HSIE Faculty

Head Teacher: Mel Naylor

2 UNIT	BOARD ENDORSED COURSE	CATEGORY	N/A	ATAR COURSE	YES	NO
Course Cost			HSC EXAMINATION	No Examination		

Course Requirements

Students are required to keep a diary throughout the course

Course Description

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies CEC syllabus is designed to assist students in their **transition from school to work**. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a **focus on the development of essential workplace skills**. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

The Work Studies course assists students to:

- recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- develop an understanding of the changing nature of work and the implications for individuals and society
- undertake work placement to allow for the development of specific job-related skills
- acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

Main Topics Covered:

Core: My Working Life

Modules: There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.

Exclusions

Nil

HUNTER RIVER HIGH SCHOOL
Higher School Certificate Course Descriptors

**Vocational Education and
Training Courses**





VET Course Information 2021-2022 Stage 6 Course Descriptors

Board Developed Courses

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

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 2021

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

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

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

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

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

What are Specialisation Courses?

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

Why is work placement compulsory in some VET courses?

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

Who delivers VET to students?

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

What is RPL?

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

What is Credit Transfer?

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

How do employability skills relate to VET courses?

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

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



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

Course: Construction Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank(ATAR)
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This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Construction, Plumbing and Services Training Package (CPC08 v9.5) Units of Competency Core CPCCCM1012 Work effectively and sustainably in the Construction Industry CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry CPCCCM1013 Plan and organise work CPCCCM1014 Conduct workplace communication CPCCCM1015 Carry out measurements and calculations CPCCCM2001 Read and interpret plans and specifications	Electives CPCCCA2011A Handle carpentry materials CPCCCA2002B Use carpentry tools and equipment CPCCCM2005B Use construction tools and equipment CPCCJN2001A Assemble components CPCCJN2002B Prepare for off-site manufacturing process CPCCCM2006 Apply basic levelling procedures CPCCWF2001A Handle wall and floor tiling materials CPCCWF2002A Use wall and floor tiling tools and equipment CPCCCO2013A Carry out concreting to simple form
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Course Prerequisite CPCCWHS1001 - Prepare to work safely in the construction industry. The Construction General Induction Training (Whitecard) will be delivered as part of this course by: <ul style="list-style-type: none"> At a cost of \$100 per student 	Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeworkNSW GIT card is mandatory before undertaking any work placement
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Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

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

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

Examples of occupations in the construction industry:

• building	• concreting	• shop fitting	• bricklaying	• carpentry
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Mandatory HSC Course Requirements
 Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.
External Assessment (optional HSC examination for ATAR purposes)
 The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment
 Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.
Appeals and Complaints
 Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher.

Course Cost: Preliminary - \$40 HSC - \$40 School Specific equipment and associate requirements for students	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
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A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

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



SCHOOL VET COURSE 2021

ADVANCED MANUFACTURING & ENGINEERING

MEM10105 (Manufacturing 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.

Future Employment Opportunities

Undergraduate Degree, Post Graduate Degree, Masters Degree, PHD

Diploma and Advanced Diploma

Certificate II - Certificate IV via potential traineeship/apprenticeship pathways or TAFE/RTO

Certificate I Engineering at School



For further

information contact Daniel Clape

daniel.clape1@det.nsw.edu.au |

0403 228 310 www.ptech.org.au

Additional websites

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

www.engineersaustralia.org.au



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THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA





Education

2021 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTION

MEM10115 Certificate I in Engineering and Statement of Attainment towards MEM20413

Certificate II in Engineering Pathways

Public Schools NSW, Tamworth Registered Training Organisation 90162

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

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

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

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

Manufacturing and Engineering Training Package (MEM 2)

Units of Competency

Core

MEM13015 Work safely and effectively in manufacturing and engineering
MEMPE006 A Undertake a basic engineering project
MEMPE005A Develop a career plan for the engineering and manufacturing [industry](#)

Electives

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

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

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

Recommended Entry Requirements

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

Examples of occupations in the Manufacturing and Engineering industry

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

Mandatory HSC Course Requirements

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

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: \$55

School Specific equipment and associate requirements for students


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

Refunds

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

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

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

 2021 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION SIT20416 Certificate II in Kitchen Operations Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.	
Course: Hospitality - Kitchen Operations	2 or 4 Preliminary and/or HSC units in total
Board Developed Course	Category B for Australian Tertiary Admission Rank (ATAR)
<p>This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.</p>	
Tourism, Travel and Hospitality training package (SIT 1.2) Units of Competency Core BSBWOR203 Work effectively with others SITHCCC001 Use food preparation equipment SITHCCC005 Prepare dishes using basic methods of cookery SITHCCC011 Use cookery skills effectively SITHKOP001 Clean kitchen premises and equipment SITXFSA001 Use hygienic practices for food safety SITXINV002 Maintain the quality of perishable items SITXWHS001 Participate in safe work practice	Electives SITHCCC002 Prepare and present simple dishes SITHCCC003 Prepare and present sandwiches SITHCCC006 Prepare appetisers and salads BSBSUS201 Participate in environmentally sustainable work practices SITXFSA002 Participate in safe food handling practices SITHIND002 Source and use information on the hospitality industry
Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.	
<p>Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.</p>	
Recommended Entry Requirements <p>Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students will be required to attend events and functions out of school hours. There will be out of class homework, research activities and assignments.</p>	
Examples of occupations in the hospitality industry <ul style="list-style-type: none"> • Kitchenhand • Cook • Chef • Baker 	
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. External Assessment (optional HSC examination for ATAR purposes) <p>The Higher School Certificate examination for Hospitality Kitchen is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>	
Competency-Based Assessment <p>Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.</p>	
Appeals and Complaints <p>Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.</p>	
Course Cost: \$70 School Specific equipment and associate requirements for students <ul style="list-style-type: none"> • This course has a mandatory uniform requirement. This 	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

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**

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

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

2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020



NSW Education

2021 HOSPITALITY FOOD AND BEVERAGE COURSE DESCRIPTION

SIT20316 Certificate II in Hospitality

Public Schools NSW, Tamworth Registered Training Organisation 90162

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

Course: **Hospitality - Food and Beverage**

Board Developed Course

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

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

Tourism, Travel and Hospitality training package (SIT 1.2)

Units of Competency

Core

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

Electives

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

Plus, additional competencies

Category A

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

Category B

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

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

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

Recommended Entry Requirements

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

Examples of occupations in the hospitality industry:

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

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

External Assessment (optional HSC examination for ATAR purposes)

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


Competency-Based Assessment

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

Appeals and Complaints

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

<p>Course Cost: \$70 School Specific equipment and associate requirements for students</p>	<p>Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy</p>
<p>A school-based traineeship and apprenticeship are available in this course, for more information: http://www.sbatinnsw.info/</p>	
<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>	
<p>2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020</p>	

2021 PRIMARY INDUSTRIES COURSE DESCRIPTION	
	AHC20116 Certificate II Agriculture Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.
Course: Primary Industries Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank(ATAR)
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.	
Agriculture, Horticulture and Conservation & Land Management Training Package (AHC 4.0) Not all electives will be on offer in every school. Units of Competency Core AHCWHS201 Participate in work, health and safety processes AHCWRK209 Participate in environmentally sustainable work practices AHCWRK204 Work Effectively in the industry Electives AHCINF202 Install, maintain and repair farm fencing AHCINF201 Carry out basic electric fencing AHCMMOM202 Operate tractors AHCWRK201 Observe and report on the weather AHCWRK205 Participate in workplace communication Pest Management AHCPMG201 Treat weeds AHCCHM201 Apply chemical under supervision AHCNSY202 Care for nursery plants AHCPMG202 Treat plant pests, diseases and disorders	Livestock AHCLSK202 Care for health and welfare of livestock AHCLSK205 Handle livestock using basic techniques AHCLSK211 Provide feed for livestock AHCLSK204 Carry out regular livestock observation AHCLSK206 Identify and mark livestock AHCLSK209 Monitor water supplies AHCLSK306 Prepare livestock for competition Production Horticulture AHPCPM201 Recognise plants AHCNSY203 Undertake propagation activities AHCNSY201 Pot up plants Soils and Media AHCSOL202 Assist with soil or growing media sampling and testing Biosecurity AHC BIO201 Inspect and clean machinery for plant, animal and soil material AHCMMOM304 Operate machinery and equipment
Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.	
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.	
Recommended Entry Requirements Students selecting this course should be interested in working in the school farm and with livestock. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with and around animals. They may be required to attend out of school hours activities e.g. showing livestock at local agricultural show. There may be out of class homework, research activities and assignments.	
Examples of occupations in Primary Industries <ul style="list-style-type: none"> • animal attending • dairy farming • livestock rearing and breeding • beef production • nursery worker • horticulture • crop production • horse care • pest and disease control 	
Mandatory HSC Course Requirements. Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Primary Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.	
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
Course Cost: \$10 School Specific equipment and associate requirements for students	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

- **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**

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

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

2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020

2021 RETAIL SERVICES COURSE DESCRIPTION



Education

SIR30216 Certificate III in Retail Services

Public Schools NSW, Tamworth Registered Training Organisation 90162

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

Course: **Retail Services**
Board Developed Course

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

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

Retail Services Training Package (SIR 3.0)

Units of Competency

Core units

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

Elective units

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

Additional for HSC requirements

- SIRXSLS002 Follow point of sale procedures

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

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

Recommended Entry Requirements

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

Examples of occupations in retail services industry

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

Mandatory HSC Course Requirements.

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$10

School Specific equipment and associate requirements for students

- See the HSIE faculty for more information

Refunds

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

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

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

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

E-VET COURSE 2021

Aeroskills | Hunter River High School

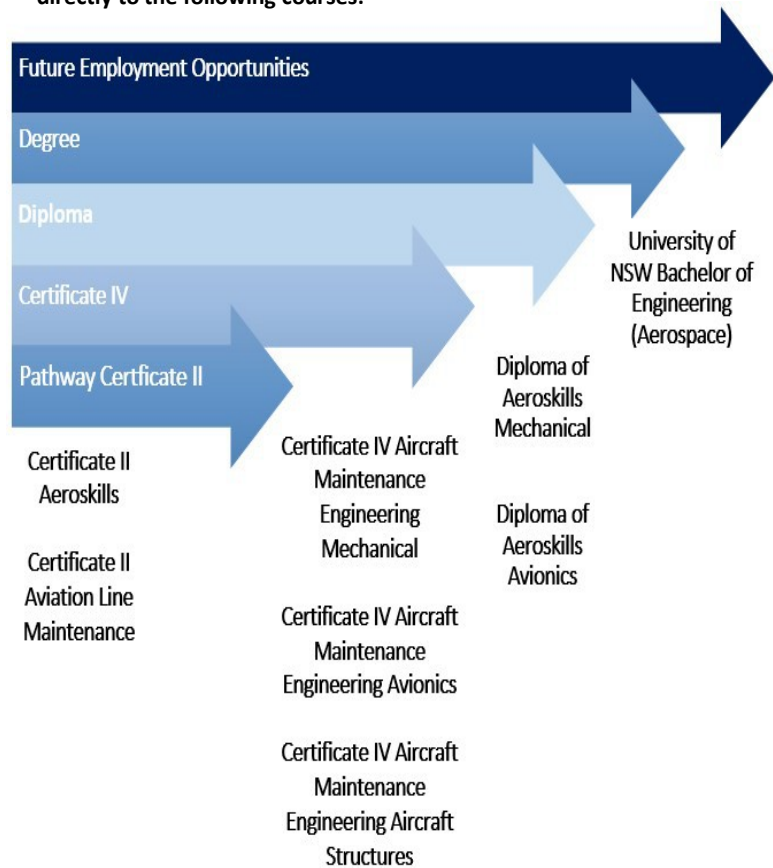
What are the Opportunities?

- 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

aeroskills@rdahunter.org.au

Daniel Clape, P-TECH Industry Liaison

daniel.clape1@det.nsw.edu.au



Australian Government

2021 AEROSKILLS
MEA20415 Certificate II in Aeroskills
RTO: TAFE West

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

Course: Aeroskills Board Endorsed Course	2 or 4 Preliminary and/or HSC units in total Does not contribute towards Australian Tertiary Admission Rank
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This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Qualification packaging rules are contained in the MEA Aeroskills Training Package at training.gov.au Units of Competency Core units MEA101 Interpret work health and safety practices in aviation maintenance MEA103 Plan and organise aviation maintenance work activities MEA105 Apply quality standards applicable to aviation maintenance MEA107 Interpret and use aviation maintenance industry manuals and specifications MEA108 Complete aviation maintenance industry documentation MEA109 Perform basic hand skills, standard trade practices and fundamentals in aviation maintenance MEA117 Apply self in the aviation maintenance environment MSAENV272B Participate in environmentally sustainable work practices	Elective units MEA238 Perform routine removal and installation of miscellaneous aircraft electrical hardware/components MEA239 Fabricate aircraft electrical looms and harnesses MEA240 Use electrical test equipment to perform basic electrical tests MEA329 Maintain aircraft basic hydraulic and pneumatic components or parts MEA330 Maintain aircraft non-primary structural removable components or parts and internal fittings MEA331 Maintain aircraft gas turbine engine components or parts MEA332 Maintain aircraft mechanical components or parts MEA333 Maintain aircraft piston engine components or parts MEA406 Repair/modify aircraft non-primary structural sheet metal components
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Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

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

Recommended Entry Requirements

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

Examples of occupations in Aviation Industry

- Avionics Technician
- Mechanical Maintenance Engineer
- Structural Maintenance Engineer

Mandatory HSC Course Requirements.

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

External Assessment

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

Competency-Based Assessment

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

Appeals and Complaints

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

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

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



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 postschool 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)

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)

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	

For further information contact Daniel Clape

daniel.clape1@det.nsw.edu.au

phone: 0403 228 310

web: www.ptech.org.au



Australian Government



2021 Aviation
AVI30316 Certificate III in Aviation (Remote Pilot – Visual Line of Sight)

RTO: UVAIR

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

Course: Aviation Board Endorsed Course	2 or 4 Preliminary and/or HSC units in total Does not contribute towards Australian Tertiary Admission Rank
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This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Qualification packaging rules are contained in the Aviation Training Package 5.0 at training.gov.au

Units of Competency

Core units

AVIE0001	Operate aeronautical radio
AVIF0013	Manage human factors in remote pilot aircraft systems operations
AVIF3023	Apply regulations and policies during remote pilot aircraft systems operations
AVIH3019	Navigate remote pilot aircraft systems
AVIK3002	Use infotechnology devices in an aviation workplace
AVIW3037	Manage remote pilot aircraft systems pre- and post-flight actions
AVIW3038	Operate and manage remote pilot aircraft systems
AVIY3073	Control remote pilot aircraft systems on the ground
AVIY3074	Launch remote pilot aircraft systems
AVIY3075	Control remote pilot aircraft systems in normal flight
AVIY3076	Recover remote pilot aircraft systems
AVIY3077	Manage remote pilot aircraft systems in abnormal flight situations
AVIY3078	Manage remote pilot aircraft systems energy source requirements
AVIZ3052	Apply situational awareness in remote pilot aircraft systems operations

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

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

Recommended Entry Requirements

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

Examples of occupations in Aviation Industry

- Avionics Technician
- Mechanical Maintenance Engineer
- Structural Maintenance Engineer

Mandatory HSC Course Requirements.

Students must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be

External Assessment

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

Competency-Based Assessment

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

Appeals and Complaints

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

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

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