



# NEW



# HORIZONS

## Course Information



Year 11 2019

# Creating Your Future

## FROM THE ENTRANCE CAMPUS PRINCIPAL

Welcome to what will be a really exciting time for students as you collect information and make decisions about the pathways and courses that you will take over the next two years to Years 11 and 12 and beyond – creating your future!

The Entrance Campus specialises in the delivery of a wide range of courses, offering students the best possible pathways to Year 12, the HSC or its equivalent in vocational training (usually a Certificate II). We are able to offer pathways in the following areas so that students can achieve their goals:

- **Platinum** – an enrichment program for high achieving ATAR students.
- **University** – for students wanting access to University, College or TAFE via the HSC and an Australian Tertiary Admissions Rank (ATAR).
- **My HSC** – for those students who are not quite sure what career pathway they want just yet. This option provides opportunities to access further study as well as preparing students for the workforce.
- **Vocational or Job Preparation** – with a focus on vocational education and training (VET) courses, students can work towards a Certificate II in a vocational area as well as achieve their HSC. Work placement and achievement of competencies are an important component of this pathway.
- **Trade Training** – some students will engage in a school-based apprenticeship or traineeship and can work towards their HSC in a specialised program over 3 or 4 days per week at The Entrance Campus.
- **Fast-track 2 Employment (F2E)** – for students who think they will leave school as soon as they have a job or when they complete Year 11, this pathway focuses on employability skills and workplace literacies. Students may be able to convert to a HSC pathway if they want to complete Year 12.
- **Tailored Program or Transition to Work** – for students who are completing a life skills Stage 5 program or who may be in a support unit class, this pathway provides a more structured learning environment and individual support.

It is important for students to choose the right pathway. You are encouraged to engage with the information provided as a part of our Year 10-11 transition program, as well as the information in this booklet, in order to make the best possible decisions to successfully complete Year 12 and create your future.

Kirrily Harvey  
Principal

## **SOME INFORMATION ABOUT COURSES THAT YOU NEED TO KNOW!**

1. Each course at The Entrance Campus involves four hours of class time per week. Students need to complete the equivalent of 120 hours in each course during Year 11 and again during Year 12. All students do at least six courses.
2. Students should have an A4 book as well as a laptop (or equivalent device) for every course.
3. **2018 student course lines** will be available via email from Wednesday 8 November 2018
4. **Trade Training pathway** – some students may be enrolled in TAFE for one day per week. All students in an SBAT will do at least one day per week in the workplace.
5. **Fast-track 2 Employment pathway (F2E)** – students selecting this pathway will complete an entire 240hr VET course (equivalent of Year 11 and 12) in one year in a chosen VET course. Students will also undertake English and three other courses of their choice. It is recommended that F2E students consider choosing Mathematics General and/or Work Studies. Entry is by application and interview.
6. **Hospitality** – students should choose the ‘Kitchen Operations’ strand (if you want to be a chef) or ‘Food and Beverage’ strand (if you want to work in a café or restaurant).
7. **Engineering Studies** – students should also choose Mathematics and Physics.
8. **Industrial Technology** – this course has two strands and students can only choose one of them – either Timber OR Graphics.
9. Some courses cannot be studied with another. These are called “exclusions” and you need to seek advice from your Careers Adviser.

10. Students wanting to complete a **TVET** course (studied at TAFE) will have to do this as their 7<sup>th</sup> course. Please seek advice about this from your Careers Adviser.
11. Students are advised to undertake no more than two courses that include a Major Project or Performance as a part of the course assessment.
12. In Year 11, students must satisfactorily **complete at least six courses** (12 units) to be eligible for Year 12. English is compulsory and students are asked to choose at least five other courses as a part of their chosen pathway to the HSC.
13. Students will be able to enter their initial course choices online. At the **Course Expo Evening on Tuesday, 31 July 2018**, students will receive a password and instructions on how to enter course choices online. This online course choice process will be completed at your current school supported by your Head Teachers, Year Advisers and Careers Adviser.
14. Students **MUST** discuss their choices with their current teachers and get them “signed off” on the form printed from the website. This signed form **MUST** be brought to the **INTERVIEW DAY on Tuesday, 21 August 2018**, at The Entrance Campus in addition to other requested material including school reports and enrolment forms.
15. **Course fees** – students choosing a course that has course specific course fees **MUST** ensure that the full amount is paid each year. If students wish to participate in an excursion for a fee paying course, they will be required to have paid the course fees up to and including the term in which the excursion takes place. The Campus also has a voluntary contribution of \$80 per year (or \$2 per week) that we encourage all students/families to pay.
16. NESA (NSW Education Standards Authority) replaces BOSTES.  
[www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

# THE NEW HORIZONS PROGRAM

## Term 2 2018

Date	Event information
Week 7 (During school hours)	The Principal and Deputy Principal visit Tumbi Umbi and Berkeley Vale Campuses with a course selection package for each student.
Week 9, Tuesday 26, June AVONDALE COLLEGE	Students from TUC and BVC to receive information from a variety of Tertiary and VET pathway providers.

## Term 3 2018

Date	Event information
Week 1	Classroom teachers at TUC and BVC will deliver course specific information relating to Year 11 and Year 12
Week 2 Tuesday, 31 July 3.30 – 7.00pm The Dolphin Theatre	Year 11 Course Expo and Information Evening at The Entrance Campus, Dolphin Theatre
Week 2	Deputy Principal, Careers Adviser, HT VET follow-up visit to offer further advice to students regarding pathway options, patterns of study and vocational education courses (VET) and explain how to select courses on the online EDVAL program.
Weeks 2-5	EDVAL online course selections open – students select courses online with support of their Campus. Course selection sheets printed and students get them <b>signed off by the Head Teacher</b> endorsing the selections.
Week 5 Tuesday, 21 August 8.15am – 2.00pm School Library	Interview Day at The Entrance Campus for TUC and BVC. Signed course selection sheets, reports and other enrolment information to be presented at interview.
Weeks 7-10	Course data will be checked and timetables and lines generated. Students from schools other than Tumbi Umbi Campus and Berkeley Vale Campus interviewed.

## Term 4 2018

Date	Event information
Weeks 1-4	Students contacted regarding any clash of courses.
Week 4	2019 Student Course Lines will be available via email from Thursday 8 November
Week 10	Tumbi Umbi Campus and Berkeley Vale Campus Year 10 Presentation Assemblies.

## Term 1 2019

Date	Event information
Week 1	<b>Wednesday 30 January 2019</b> – Year 11 classes commence at The Entrance Campus.
Week 3 Tuesday 12 February 3pm-5pm Dolphin Theatre	‘Meet the Teachers’ and ‘Parent Information’ sessions

## SOME “SCENARIOS” FOR YOU TO CONSIDER WHEN SELECTING COURSES FOR YOUR PATHWAY

### Platinum HSC

This enrichment program is designed to improve the outcomes of ATAR students recognised as being high achievers. It is a prestigious program and students from Year 11 will be invited to participate during Term 1 to commence in Term 2.

### University/Academic HSC (ATAR)

The University/Academic HSC is for students who are committed to study (at school and at home) and want to continue on to University. It is suggested that students include at least one course that provides background knowledge for their intended University course. We recommend choosing 6 Board Developed Courses you enjoy and are good at (based on Year 10 results).

**Scenario 1:** Students who are proficient at writing (extended responses and essay-based) and would like to study a degree in Communication, Law, Teaching, Business or Social Sciences.

English Advanced (Possibly Ext. 1 English)	2 Units
Ancient History (or) Modern History	2 Units
Society and Culture (or) Studies of Religion	2 Units
Legal Studies (or) Business Studies	2 Units
Mathematics Standard (or) Investigating Science	2 Units
Community and Family Studies (or) PDHPE	2 Units

**Scenario 2:** Students who are proficient at Maths (5.3: Grade B or higher) and enjoy Science. Students are interested in degrees in Engineering, Science (computing, medical, health), Economics or Information Processes and Technology. Students are encouraged to select ‘Investigating Science’ if they are choosing one or more science courses.

English Standard	2 Units	Select two Science courses from the list: Physics Chemistry Biology Earth and Environmental Science Investigating Science
Mathematics Advanced (Possibly Ext. 1 Maths)	2 Units	
Science course #1 (from list)	2 Units	
Science course #2 (from list)	2 Units	
Business Studies (or) Economics	2 Units	
Geography (or) Information Processes and Technology (or) Software Design and Development (or) Investigating Science	2 Units	

**Scenario 3:** Students who have proficient literacy skills, are creative in nature and have previous training in a practical course area.

Advanced English (or) English Standard	2 Units	Select two Creative courses from the list: Music, Dance Drama Visual Arts Textiles and Design
Creative course #1 (from list)	2 Units	
Creative course #2 (from list)	2 Units	
Ancient History (or) Modern History	2 Units	
Legal Studies (or) Business Studies (or) Studies of Religion	2 Units	
CAFS (or) PDHPE	2 Units	

**Scenario 4:** Students who have proficient literacy skills, are well organised and enjoy project based learning which requires them to think systematically and maintain a folio of their ideas and processes.

Advanced English (or) English Standard	2 Units
Mathematics Standard (or) Investigating Science	2 Units
Design and Technology (or) Textiles and Design	2 Units
Industrial Technology (or) Aboriginal Studies	2 Units
Legal Studies (or) Business Studies (or) PDHPE (or) CAFS	2 Units
Ancient History (or) Modern History (or) Studies of Religion	2 Units

**Scenario 5:** Students who want an ATAR, but would like to study one non-academic course for enjoyment.

English Standard	2 Units
Mathematics Standard	2 Units
Biology (or) Investigating Science (or) PD/H/PE	2 Units
Ancient History (or) Modern History (or) Studies of Religion	2 Units
Legal Studies (or) Geography (or) Business Studies (or) CAFS	2 Units
Photography (or) SLR (or) Marine Studies (Non ATAR) (or) Visual Arts and Contemporary Craft (or) Music Industry OR VET Course – Hospitality (or) Construction (or) Retail Services (or) Business Services (or) Entertainment (or) Metals and Engineering	2 Units

**MY HSC**

The main purpose of the MY HSC pathway is for students to gain an educational credential from courses they enjoy and will do well in. The attainment of a quality HSC that reflects a student’s capability will maximise post school options for employment or further training.

**Scenario 1:** Students who are unsure of their career direction, but would like to keep their employment or further study options open and enjoy courses that are practical in nature.

English Standard	2 Units
Mathematics Standard	2 Units
Construction	2 Units
Metals and Engineering	2 Units
SLR (or) Work Studies	2 Units
Furniture Making (or) Work Studies	2 Units

**Scenario 2:** Students who are unsure of career direction, but would like to keep their employment options open and gain some general workplace skills.

English Standard	2 Units	Select two VET courses from the list : Retail Services Business Services Entertainment Hospitality Food and Beverage
VET course #1 (from list)	2 Units	
VET course #2 (from list)	2 Units	
CAFS (or) Senior Science (or) Mathematics Standard	2 Units	
Photography (or) Visual Arts Contemporary Craft (or) Work Studies (or) Music Industry	2 Units	
Exploring Early Childhood (or) SLR (or) Work Studies	2 Units	

**Scenario 3:** Students who are interested in many course areas and want to ensure that they include courses for employability or progression onto TAFE after Year 12.

English Standard	2 Units	VET Courses: Business Services Hospitality – Food and Beverage Hospitality – Kitchen Operations Retail Services, Construction Entertainment Industry Primary Industries Information and Digital Technology
Mathematics Standard	2 Units	
VET Course – from the list	2 Units	
PD/H/PE (or) Music (or) Senior Science	2 Units	
Photography (or) Visual Arts (or) Visual Arts and Contemporary Craft	2 Units	
Exploring Early Childhood (or) SLR	2 Units	

## Vocational or Job Preparation HSC

The focus of this HSC package is vocational skills training with the attainment of a credential that can provide credit and/or an easy transition into further technical training at TAFE. The Vocational HSC will also improve employment prospects for students after Year 12.

**Scenario 1:** Students who require guidance with English and Maths and would like to pursue a trade in Building, Construction or the Metal Industry after Year 12.

English Standard	2 Units
Mathematics Standard	2 Units
Construction	2 Units
Metals and Engineering	2 Units
SLR (or) Furnishings (or) Work Studies	2 Units
Photography (or) Marine Studies (or) Work Studies (or) Music Industry	2 Units

**Scenario 2:** Students who are confident with English and Maths and would like to secure work in the area of Customer Service. Examples include – Business Administration, Hospitality, Tourism, Event Management and Property Services.

English Standard	2 Units
Mathematics Standard	2 Units
Business Services (or) Retail Services	2 Units
Community and Family Studies	2 Units
Hospitality Food and Beverage	2 Units
Photography (or) SLR (or) Work Studies (or) Music Industry	2 Units

**Scenario 3:** Students who are confident with English, have good people skills and would like to pursue employment in Children’s Services or Community Services.

English Standard	2 Units
Community and Family Studies	2 Units
Business Services (or) Retail Services	2 Units
Hospitality Food and Beverage	2 Units
Exploring Early Childhood	2 Units
Visual Arts Craft and Design (or) Photography (or) SLR (or) Music Industry	2 Units

**Scenario 4:** Students who are creative and enjoy doing art/music projects without the formal study of theorists and musicians.

English Standard	2 Units	Creative Courses: Music Industry Introduction Photography Visual Arts Craft and Design
Entertainment Industry	2 Units	
Music (or) Visual Arts	2 Units	
Mathematics Standard (or) Investigating Science	2 Units	
Course #1 (from list)	2 Units	Other Course: Work Studies
Course #2 (from list)	2 Units	



## COURSES ON OFFER 2019

Board Developed Courses:	Board Developed Courses:	Board Endorsed Courses:
<p><b>CATEGORY A</b></p> <ul style="list-style-type: none"> <li>• English Advanced</li> <li>• English Extension 1</li> <li>• English Standard</li> <li>• Aboriginal Studies</li> <li>• Ancient History</li> <li>• Biology</li> <li>• Business Studies</li> <li>• Chemistry</li> <li>• Community and Family Studies</li> <li>• Dance</li> <li>• Design and Technology</li> <li>• Drama</li> <li>• Earth and Environmental Science</li> <li>• Economics</li> <li>• Engineering Studies</li> <li>• Food Technology</li> <li>• Geography</li> <li>• Information Processes and Technology</li> <li>• Industrial Technology (Timber OR Graphics)</li> <li>• Investigating Science</li> <li>• Legal Studies</li> <li>• Mathematics Advanced</li> <li>• Mathematics Extension 1</li> <li>• Mathematics Standard</li> <li>• Modern History</li> <li>• Music</li> <li>• Personal Development, Health and Physical Education</li> <li>• Physics</li> <li>• Society and Culture</li> <li>• Studies of Religion 2</li> <li>• Textiles and Design</li> <li>• Visual Arts</li> </ul> <p><b>(Other languages may be studied through Open High School)</b></p>	<p><b>CATEGORY B</b></p> <ul style="list-style-type: none"> <li>• English Studies</li> </ul> <p>The following courses are all Vocational Education and Training (VET) courses with pathways to Certificate II/III.</p> <ul style="list-style-type: none"> <li>• Business Services</li> <li>• Construction Pathways</li> <li>• Entertainment Industry</li> <li>• Financial Services</li> <li>• Hospitality Food and Beverage</li> <li>• Hospitality Kitchen Operations</li> <li>• Information and Digital Technology</li> <li>• Metal and Engineering</li> <li>• Primary Industries</li> <li>• Retail Services</li> </ul> <p><b>VET courses require -</b> Compulsory Work Placement – 70 hours over 2 year course. Course Fees. Equipment (including shoes). White Card (for Entertainment and Construction).</p> <p><b>NB:</b> 1 Category B Course can be used for calculation of ATAR <b>but</b> must sit the HSC Examination</p>	<p><b>NON ATAR CATEGORY C</b></p> <ul style="list-style-type: none"> <li>• Computing Applications</li> <li>• Engineering Projects</li> <li>• Exploring Early Childhood</li> <li>• Fashion Design</li> <li>• Focus On Food</li> <li>• Industry-Based Learning (only for apprentices or trainees)</li> <li>• Marine Studies</li> <li>• Photography, Video and Digital Imaging</li> <li>• Sport, Lifestyle and Recreation Studies</li> <li>• Work Studies **</li> </ul> <p style="text-align: center;">VET Courses (no Work Placement required)</p> <ul style="list-style-type: none"> <li>• Furniture Making Pathways ** (SoA Cert II) (VET)</li> <li>• Music Industry (Cert III) (VET)</li> <li>• Visual Arts and Contemporary Craft (Cert III) (VET)</li> <li>• Entertainment Industry Specialisation – 1 unit (can be studied in YR12 only) **</li> </ul> <p style="text-align: right;"><b>** 1 Year course only</b></p>

# BOARD DEVELOPED CATEGORY “A” COURSES

## PLEASE NOTE:

1. To apply for University straight after you complete Year 12 you will need to have an ATAR pattern of study.
2. **English** is compulsory plus a minimum of **FOUR** other Board Developed Courses.
3. Students may only select **ONE** Category B Course to be eligible for an ATAR.

**The following courses are all Board Developed Courses and can be used in the calculation of an ATAR to apply for University.**

## ENGLISH ADVANCED

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** English/History

### **Description:**

This is a highly competitive course suitable only for serious English students who require an ATAR.

Students will complete one common module : Reading to Write and two other modules : Narratives That Shape Our World and a Critical Study of Literature during the Year 11 course. Students will develop the skills of reading, writing, listening, speaking, viewing and representing. Students explore a range of texts from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

### **Assessment:**

This is rigorous with emphasis on high quality short and extended answer responses, narratives, speeches and essay writing. There will be three assessment tasks including a multimodal presentation and a formal written examination.

### **Additional Information:**

Students who wish to take the Extension course **must** select this course. For the purpose of senior English, we advise that students work in a folder or an A4 workbook and bring their own device.

## ENGLISH EXTENSION 1

**ATAR:** Yes    **Number of Units:** 1    **Category:** A    **Faculty:** English/History

### **Description:**

This is a very challenging course aimed at the most capable English students.

Students undertake an academic study of complex texts and concepts. Students explore ideas of value, consider how they arise and why texts are perceived as culturally significant. Students studying this course will be challenged by studying how and why texts are both reflective and inflective of society. Students need to be prepared to work independently and to read a wide range of texts.

### **Assessment:**

This includes an oral presentation, creative writing, a writing portfolio and extended responses.

### **Additional Information:**

Students must be studying Year 11 Advanced English. Students wishing to take Extension 2 in Year 12 must select this course. For the purpose of senior English, we advise that students work in a folder or an A4 workbook and bring their own device.

## ENGLISH STANDARD

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** English/History

### **Description:**

This is a more general course suitable for all students.

Students will complete one common module: Reading to Write and two other modules:

Contemporary Possibilities and a Close Study of Literature during the Year 11 course.

Students will develop the skills of reading, writing, listening, speaking, viewing and representing.

Students explore a range of texts from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

### **Assessment:**

There will be three assessment tasks including a multimodal presentation and a formal written examination.

### **Additional Information:**

For the purpose of senior English, we advise that students work in a folder or A4 workbook and bring their own device.

## ABORIGINAL STUDIES

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** HSIE

### **Description:**

#### **Year 11 Topics:**

Aboriginality and the Land (20%), Heritage and Identity (30%),  
International Indigenous Community (25%),  
Research and Inquiry Methods: Local Community Case Study (25%)

#### **Year 12 Topics:**

Social Justice and Human Rights- Global Perspective (20%),  
Social Justice and Human Rights- Comparative Study (30%),  
Aboriginality and the Land or Heritage and identity (20%),  
Research and Inquiry Methods Major project (30%) (This is a major work project).

Students will develop the following skills – calculation, inquiry, research, reading and comprehension, writing, communication and self-management skills.

### **Assessment:**

This course is assessed through a range of strategies including research, examinations and extended responses. A major project is a major part of the HSC.

### **Structure of the HSC Examination:**

The HSC is a 3hour examination that consists of the following types of questions -  
5 Multiple Choice, 5 Short Answers, 3 x 25min Extended responses, 1 x 1hour Extended response

### **Additional Information:**

- This subject is recommended for students who have good reading, writing and inquiry skills. Students need to be able to self-manage a large research inquiry task. Students need to be willing to work with the local Aboriginal Community and be up to date with current events.
- Students will have a day excursion to Staples Lookout in Yr11.
- Students will have an overnight excursion to Yengo National Park in Year 11.
- Students will have a day excursion to Redfern Legal Centre in Year 12.
- To consolidate knowledge, skills and understanding in Aboriginal Studies, students should also consider studying Legal Studies and / or Studies of Religion II.

## ANCIENT HISTORY

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** HSIE

### **Description:**

This is a challenging course suitable for students who have a real interest in the ancient world and are prepared to work hard at their studies. In the Year 11 course, students complete an investigation into the skills of an archaeologist and develop an understanding of areas such as the treatment and display of human remains and the representation of the ancient past. This is followed by case studies such as Tutankhamun's tomb, Troy and Teotihuacan. We will also be investigating from one of the following areas: death and funerary customs, women, slavery, weapons and warfare of an Ancient Society Greece, Egypt, China, Rome, and Celtic Europe.

Students will also complete a Historical Investigation of their own choice.

In the HSC course, students are required to study a Core topic which is Cities of Vesuvius – Pompeii and Herculaneum, a Historical Period – Greece or Egypt, a Personality – Pericles or Hatshepsut and an Ancient Society (Sparta).

### **Assessment:**

In the Year 11 course there are three assessment tasks including the Historical Investigation and a formal written examination. The HSC Examination details for this new syllabus are yet to be released.

### **Additional Information:**

- We advise students to work in a folder or A4 workbook and bring their own device.
- There is an overseas trip to Europe which is optional.
- To consolidate knowledge, skills and understanding in ancient History, students should also consider studying 2 unit English (Advanced or Standard).

## BIOLOGY

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Science

### **Description:**

Biology is a challenging and thought provoking course that develops a student's ability to examine and question the diversity of life from a molecular to a biological systems level. The course explores the interactions between living things and the environments in which they live. It examines the application of biology and the need for biological understanding in finding solutions to health and sustainability issues in a changing world.

Topics include: Cells, Biological Diversity, Ecological Dynamics, Heredity, Genetics and Infectious and Non-infectious disease.

### **Assessment:**

Students will demonstrate their learning through a range of assessment tasks which include research, first hand investigations, written examinations and a depth study. Students will be required to demonstrate the completion of a regular at-home study regime including the completion of scientific reports that support their success in this course.

### **Additional Information:**

It is recommended that students are currently achieving at a Grade B average or better across all courses, are highly organised and scientifically motivated to consider this course.

The course provides the prerequisite knowledge and skills required to study Biology at a Tertiary level following school and supports participation in a range of careers in Biology, the Health Sciences and related interdisciplinary industries.

### **Additional Costs:**

\$45 for course materials and EdRolo subscription. Excursion costs are additional.

## BUSINESS STUDIES

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** HSIE

### **Description:**

#### **Year 11 Topics:**

Nature of Business (20%), Business Management (40%), Business Planning (40%)

#### **Year 12 Topics:**

Operations (25%), Finance (25%), Marketing (25%), Human Resources (25%)

Students will develop the following skills – calculation, inquiry, research, reading & comprehension, writing, communication and self-management skills.

### **Assessment:**

A variety of assessments are used throughout the entire course including the writing of a business plan, business report, marketing plan, examinations, research case study and problem based task.

### **Structure of the HSC Examination:**

The HSC is a 3hour examination that consists of the following -  
20 multiple choice questions, short answers questions, 1 business report and 1 extended response.

### **Additional Information:**

- This subject is recommended for students who are able to self-manage a large research inquiry task. Students need to have good writing skills, like working with facts and figures and be up to date with current events. Students will need to be able to do applied mathematical calculations.
- Students will attend an excursion related to their Business Case Study.
- To consolidate knowledge, skills and understanding in Business Studies, students should also consider studying 2 unit Mathematics or higher and VET Accounting Administration.

### **Additional Costs:**

\$45.00 per year for course materials and EdRolo subscription.



## CHEMISTRY

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Science

### **Description:**

Chemistry explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. Chemistry is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Topics include: Properties and Structure of Matter, Reactive Chemistry, Drivers of Reactions, Acids and Bases, Organic Chemistry and applying Chemical Ideas.

### **Assessment:**

Students will demonstrate their learning through a range of assessment tasks which include research, first hand investigations, written examinations and a depth study. Students will be required to demonstrate the completion of a regular at-home study regime including the completion of scientific reports that support their success in this course.

### **Additional Information:**

It is recommended that students are currently achieving at a Grade B average or better across all courses, are highly organised and scientifically motivated to consider this course.

This course provides the foundation knowledge and skills required to study Chemistry at a Tertiary level after school, and supports participation in a range of careers in Chemistry, Chemical Engineering and related interdisciplinary industries.

### **Additional Costs:**

\$45 per year for chemicals, course materials and EdRolo subscription. Excursion costs are additional.

## COMMUNITY AND FAMILY STUDIES

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** TAS

### **Description:**

CAFS is a subject that explores a diversity of issues affecting the lives of all individuals and their unique roles in groups, families and communities in Australian society. Students discover the importance of managing individual and group needs and resources to help satisfy wellbeing. In addition, CAFS allows students an opportunity to investigate a variety of groups within the community and the impact that individuals can have on the betterment of the groups, families and communities to which they belong. CAFS explores the importance of a variety of school, family and social groups, community organisations, and government agencies working together to support the needs of individuals in the community.

### **Topics include:**

Resource Management, Families and Communities, and Individuals and Groups are studied in Year 11. Research Methodology, an Option topic, Groups in Context, and Parenting and Caring are covered in the Year 12 course.

### **Assessment:**

This involves written research in the form of reports, practical application, an examination, case studies, short and extended responses as well as an Independent Research Project (IRP) in Year 12 which is marked at school as it forms part of the internal School Assessment.

### **Additional Information:**

This course is suitable for both ATAR and Non-ATAR students. Students interested in contemporary issues, current affairs, community events and those who take an interest in the world around them would be suited to CAFS. Students wishing to pursue careers in teaching, childcare, nursing, policing, social work, government and advocacy may benefit from studying this course. Students are required to purchase an A4 exercise book, a folder and paper or use their own device to take notes.

**Course fees:** \$10 for an exam preparation and revision book for the course developed by the faculty.

## DANCE

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** CAPA

### Description:

Students undertake the study of Dance as an art form through the interrelated components of Performance, Composition and Appreciation. Students develop skills and understanding of Dance Technique incorporating Safe Dance Practice, fundamental body mechanics and Performance Quality. In Composition, their focus is developing a personal movement style to communicate ideas creatively, and they apply this to their critical analysis of works of others in Appreciation.

### Assessment:

Students are assessed on their dance ability as well as how they choreograph dances. In the HSC course, students also undertake an in-depth study of Dance Appreciation. The HSC includes assessment of a written examination, plus performance of a solo dance and discussion (where you orally discuss elements of your performance), the composition and completion of a Major Study work option. Assessment is performed before a panel of markers.

### Additional Information:

Students will be expected to perform dances in front of large audiences during school showcase events and official assemblies. Some of these events take place outside regular school hours. Students undertaking this course need to be organised and committed to working in team environments.

**Course fees: \$40 per year plus excursion costs.**

## DESIGN AND TECHNOLOGY

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** TAS

### Description:

This course is suited to students who are interested in creating products. It is an excellent follow on from the STEM program and students are encouraged to create products from a number of materials, including timber, metals, plastics, fabric and polymers. Design careers are explored, including: Architecture, Engineering, Graphic Design, Industrial Design, Furniture Design and Product Design. Students explore the impacts that designs have on society and the environment. Design and Technology students are encouraged to use new technology within the school, including the LASER cutter and 3D printer in order to create their projects. The Year 11 course involves the study of design theory coupled with the design and production of minor projects. The HSC Course involves the students designing and making a Major Design Project of their choice, from any number of materials and media.

### Assessment:

This includes case studies, examinations, research and the production of a major project with an accompanying written folio.

### Additional Information:

Elective fees of **\$40.00 per year** to cover the cost of the projects and consumables. Students are expected to manage their own financing towards the cost of materials in the HSC year. Students may also complete the Industrial Technology course without course exemption.

Students who are highly organised, have initiative, are creative, can effectively problem-solve and who are able to meet deadlines are most suited to this course.

Fully enclosed steel cap footwear – predominantly leather upper shoes are to be worn prior to entering and during time in a technology space, eg. workshop.

## DRAMA

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** CAPA

### **Description:**

In HSC Drama, students learn about the practices of making, performing and critically studying Drama. These practices are explored through both practical experience (Improvisation, Play Building, Acting and Stagecraft) and Critical Theory (theatre styles, movements and analysis of specific plays). Drama is an exciting and creative course, as well as being intellectually challenging. It allows students to explore various issues and experiment with different performance styles in an inclusive and supportive environment, as well as gaining new insight into the history and development of theatre in society.

### **Assessment:**

This course is weighted 60% practical and 40% theory. The HSC examination for this course consists of a Group Performance, an Individual Project and a Written Examination, so students need to be prepared for both practical and theory elements of the course.

### **Additional Information:**

Students will be expected to participate in drama performances in front of large audiences during school showcase events and official assemblies. Some of these events take place outside regular school hours. Students undertaking this course need to be organised and committed to working in team environments. Students will be required to provide a uniform of 'Drama Blacks' for the purpose of performance.

### **Additional Costs:**

Course fees - \$40.00 per year plus excursions

## EARTH AND ENVIRONMENTAL SCIENCE

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Science

### **Description:**

Earth and Environmental Science explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science. It includes a study of how geological and biological forces have helped shape the environment in which we live, and looks at how humans have influenced the environment, not always for their benefit.

Topics include: Earth's resources and transformations, plate tectonics, human impacts, climate science and resource management.

### **Assessment:**

Students will demonstrate their learning through a range of assessment tasks which include research, first hand investigations, written examinations and a depth study. Students will also be expected to write regular practical reports as part of their home study regime.

### **Additional Information:**

It is recommended that students are currently achieving at Grade C average or better across all courses to consider this course.

This course provides the foundation knowledge and skills required to study the Earth Sciences after completing school, and supports participation in careers in a range of related industries. The application of Earth and Environmental Science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

### **Additional Costs:**

\$45 per year for course materials and EdRolo subscription. Excursion costs are additional.

## ECONOMICS

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** HSIE

### **Description:**

#### **Year 11 Topics:**

Introduction to Economics (10%), Consumers and Business (10%), Markets (20%), Labour Markets (20%), Financial Markets (20%), Government in the Economy (20%)

#### **Year 12 Topics:**

The Global Economy (25%), Australia's Place in the Global Economy (25%), Economic Issues (25%), Economic Policies and Management (25%)

Students will develop the following skills – calculation, inquiry, research, reading and comprehension, writing, communication and self-management skills.

### **Assessment:**

A variety of assessments are used throughout the entire course including examinations, extended responses, calculations, research and reports.

### **Structure of the HSC Examination:**

The HSC is a 3 hour examination that consists of the following-  
20 Multiple choice questions, short answer questions based on skills, 2 extended responses.

### **Additional Information:**

- The subject is recommended for students who have good writing skills, like working with facts and statistics and are up to date with current events.
- Students will need to be able to do applied mathematical calculations.
- Students will be required to attend an excursion to the Reserve Bank and a Year 12 Economics lecture day.
- There is a mandatory excursion to the School for Budget Night on the first in May for Year 11 and Year 12.
- To consolidate their knowledge, skills and understanding in Economics, students should also consider studying 2 Unit Mathematics or higher and / or VET Accounting Administration and / or VET Business Services (to assist with organisation).

### **Additional Costs:**

\$20 per year for course material.

## ENGINEERING STUDIES

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** TAS

### Description:

Engineering Studies is directed towards the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The course promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills for working as a team.

The course develops knowledge and understanding of the profession of engineering. It also provides an opportunity to integrate the science and mathematics disciplines with societal development and change. The course provides opportunities and challenges to deal with engineering concepts.

### Assessment:

This includes researching and applying knowledge in written reports and examinations.

### Additional Information:

It is highly desirable that students be studying and achieving sound results in Mathematics and Science if considering this course as part of their pattern of study. Students should also select ATAR level Mathematics and Physics or Chemistry.

## FOOD TECHNOLOGY

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** TAS

### Description:

This course is aimed at students who are interested in the theory of food and nutrition. Students will develop knowledge and understanding about the production, processing and consumption of food. The nature of food, human nutrition and an appreciation of the importance of food to health and its impact on society are also investigated. Class work will include researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations. This course is mostly theory.

### Assessment:

This is predominantly through written research and investigation type activities. A minimal amount of practical work is included to support theoretical concepts. Examinations also feature throughout the assessment program.

### Additional Information:

Course fees of **\$40.00 per year**. Equipment including an apron, hair net/hat, tea towel and dishcloth are required.

Students wishing to work 'hands on' with food, food preparation and cooking may need to consider choosing a Hospitality course as Food Technology is predominantly a theory based course.

## GEOGRAPHY

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** HSIE

### **Description:**

#### **Year 11 Topics:**

Biophysical Interactions (45%), Global Challenges (45%) Senior Geography Project (10%)

#### **Year 12 Topics:**

Ecosystem at Risk (33%), Urban Places (33%) People and Economic Activity (33%)

Students will develop the following skills:- calculation, geography, inquiry, research, reading and comprehension, writing, communication and self-management skills.

### **Assessment:**

A variety of assessments are used throughout the entire course including a research task, an extended response task, examinations and a senior geography project (12 hours of primary research).

### **Structure of the HSC Examination:**

The HSC is a 3 hour examination that consists of the following questions –

20 multiple choice (based on Geography Skills), short answer questions, 2 extended responses.

### **Additional Information:**

- This subject is recommended for students who are able to self-manage a large research inquiry task, enjoy geographical skills, who have good writing skills and like facts and statistics. Students will need to be able to do applied mathematical calculations and be up to date with events.
- Students will be required to attend 4 excursions for fieldwork activities across year 11 and year 12. Excursions will include trips to North Shelly Beach to study an ecosystem at risk and a Biome, Green Square to study Urban Areas and a location to do with an Economic Activity yet to be determined.
- To consolidate knowledge, skills and understanding in Geography, students should also consider studying 2 unit Mathematics or higher for the skills the component, Economics and / or VET Business Services (to assist with organisation).

### **Additional Costs:**

\$40 per year for course materials.



## INFORMATION PROCESSES AND TECHNOLOGY

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Computing

### **Description:**

Information Processes and Technology (IPT) is the study of information systems and the processes and technologies involved in them. IPT is offered as a general computer course that provides opportunity for students to study a broad overview of computers in society. This course extends on the Year 9-10 studies of computers. IPT focuses on giving students an understanding of information technology, information processes and the skills to create information systems. This includes the social and ethical issues of computer systems that affect the community, individuals and businesses.

Students have the opportunity to learn about databases, extend on their general knowledge and use of general computer skills. Projects and practical work includes a basic introduction to website design, the use of software packages for different types of projects and a general understanding of how technology has shaped and is shaping the world in which we live.

### **Assessment:**

Students are graded predominantly through research, design and development of project based assessments. In addition to group projects and major individual projects, students are also assessed through report writing and formal examinations.

### **Additional Information:**

Students may also complete the Information and Digital Technology VET course without course exemption. Due to the nature of assessment in this course, it is advised that students considering this course have proven time management and organisational skills in addition to a general interest in computing. This course would suit those students who may be interested in pursuing a career in IT and in further study in this field at TAFE or University. A good level of word processing skills, time management and a general interest in computing is highly recommended.

**Students choosing this course CANNOT choose the Computer Application course.**

### **Additional Costs:**

\$20.00 per year for course materials.

## INDUSTRIAL TECHNOLOGY TIMBER/GRAPHICS

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** TAS

### Description:

Strands to choose from are: TIMBER Industries, GRAPHICS Industries. Students are able to choose one strand only.

During Year 11, students gain knowledge, skills and understanding in designing, managing, problem-solving, communicating and safe use of manufacturing processes and techniques in the production of projects. This prepares the students for the HSC. Students learn about design and then use this knowledge to research, design and produce a major product, documenting the entire process along the way.

### Assessment:

In the HSC year, the students will be required to produce a Major Practical Project with an accompanying folio. The project is the student's own choice. Examples of projects that students can do include: designing and drawing houses, buildings and stadiums, designing and building a timber cabinet, table, surfboard or pool table.

### Additional Information:

It is recommended that students considering this course possess highly developed skills in their chosen area of TIMBER or GRAPHICS. It is desirable that Timber students have completed Timber courses in Years 9 and 10. Students without highly developed skills should consider undertaking our skill building focused courses such as Furniture Making and Construction.

Elective fees cover the costs of projects and consumables. In Year 12, students are required to purchase their own timber for their major design project. Consumables such as glue, screws, etc. will be supplied as part of the course fees. Fully enclosed steel cap footwear – predominantly leather upper shoes are to be worn prior to entering and during time in a technology space. Students may also complete the Design & Technology course without exemption.

<b>Course fees:</b>	Timber Industries	Year 11	<b>\$80.00 per year</b>	Year 12	<b>\$40.00 per year</b>
	Graphic Industries	Year 11	<b>\$30.00 per year</b>	Year 12	<b>\$10.00 per year</b>

**Please note: Only one strand of Industrial Technology may be studied.**

## INVESTIGATING SCIENCE

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Science

### **Description:**

Investigating Science is designed for students who have a strong interest in Science and in particular scientific research and experimentation. Investigating Science engages students with scientific processes, and the application of these processes to investigate relevant personal, community and global scientific issues. Investigating Science teaches students scientific research and experimentation skills, and their application, which throughout history has led to scientific discoveries that are responsible for advances in technology, medicine, environmental management and most aspects of human life. The Investigating Science course is designed to complement the study of the Science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. **Students who undertake study of any other science course are encouraged to also study Investigating Science.**

Topic include: Scientific Models and Investigations, Technologies, Theories and Law, Science and Society.

### **Assessment:**

Students will demonstrate their learning through a range of assessment tasks which include research, first hand investigations, written examinations and a depth study. Students will also be expected to write regular practical reports as part of their home study regime.

### **Additional Information:**

The knowledge, understanding and skills gained from this course are intended to support students ongoing engagement with Science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

### **Additional Costs:**

\$45 per year for course materials and Edrolo subscription. Excursion costs are additional.

## LEGAL STUDIES

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** HSIE

### **Description:**

#### **Year 11 Topics:**

Core Part 1 – The Legal System (40%), Core Part 2 -The Individual and the Law (30%),  
Core Part 3 – Law in Practice (30%)

#### **Year 12 Topics:**

Core Part 1 – Crime (30%), Core Part 2 – Human Rights (20%),  
Core Part 3 – Options Family and World Order (50%)

The student will develop the following skills: inquiry, research, reading and comprehension, writing, communication and self-management skills.

### **Assessment:**

A variety of assessments are used throughout the entire course including media research, examinations and extended responses.

### **Structure of the HSC Examination:**

The HSC is a 3 hour examination that consists of the following questions –  
20 multiple choice, short answer questions and 2 extended response.

### **Additional Information:**

- This subject is recommended for students who are able to evaluate and share their opinion, have good writing skills, like working with facts and statistics and are up to date with current events.
- Students will be required to attend an excursion to a court house. However, this is dependent on the case being heard and the availability of the court at the time the topic is being studied.
- Students will be required to attend an excursion to the Police and Justice Museum in Year 11.
- To consolidate knowledge, skills and understanding in Legal Studies, students should also consider studying Aboriginal Studies and / or VET Business Services (to assist with organisation).

### **Additional Costs:**

\$45.00 per year for course material and EdRolo subscription.

## MATHEMATICS ADVANCED

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Maths

### **Description:**

The study of Mathematics Advanced in Stage 6 enables students to enhance their knowledge and understanding of what it means to work mathematically, develop their understanding of the relationship between 'real-world' problems and mathematical models, extend their skills of concise and systematic communication. This course is intended for students who have successfully completed Stage 5.3 Mathematics and who have shown competence in the skills needed for that course. The course will further develop the algebraic and calculus aspects of the 5.3 course with relevance and application to the real world. The course is rigorous and links well to tertiary studies in areas such as Physical Sciences, Computer Sciences and Engineering.

### **Assessment:**

Assessment tasks include a topic test, an investigation task and a major examination.

### **Additional Information:**

It is highly recommended that students are currently studying the 5.3 course or are excelling at the 5.2 course. If in doubt, students should contact their classroom teacher as to their suitability for this course. There is a high expectation for homework in this course. Students need a NESA approved calculator to undertake this course – calculators on mobile phones and similar devices are not acceptable. Prescribed text – Study materials including HSC book – Cost \$20.00 (to be paid by the end of Term 4).

## MATHEMATICS EXTENSION 1

**ATAR:** Yes    **Number of Units:** 1    **Category:** A    **Faculty:** Maths

### **Description:**

The content and depth of treatment of algebra and calculus in this course is intended for students who have successfully completed Stage 5.3 Mathematics and who have demonstrated a mastery of all mathematical skills at this level. The Extension 1 Mathematics course builds on the concepts introduced through the Mathematics Advanced course and is studied in addition to that course. It is intended to further develop the skills needed to study mathematics and physical and engineering sciences at tertiary level.

### **Assessment:**

Assessment tasks include a topic test, an investigation task and a major examination.

### **Additional Information:**

It is suggested that students achieving Grade A (8 or 9) in the 5.3 course would be suited to this course. Students need a NESA approved calculator to undertake this course – calculators on mobile phones and similar devices are not acceptable. Prescribed text – Study materials including past HSC book – Cost \$20.00 (to be paid by the end of Term 4).

Please note: Mathematics Extension 2 is available in the HSC (Year 12). Students will be assessed on their suitability to undertake this course based on their Mathematics Extension 1 (YR 11) results.

## MATHEMATICS STANDARD (ATAR PATHWAY)

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Maths

### **Description:**

The purpose of this course is to provide an appropriate mathematical background for students wishing to enter occupations that require the use of a variety of mathematical and statistical techniques. Mathematics Standard provides an appropriate course of study for students who have demonstrated competence in Mathematics up to and including at least Stage 5.1 by the end of Year 10.

The Year 11 Mathematics Standard course leads to two separate pathways for the HSC – Mathematics Standard 1 or Mathematics Standard 2.

Students who have demonstrated a high level of competence in the Year 11 Mathematics Standard course will progress to the HSC Mathematics Standard 2 course in Year 12. This is a NES A Developed Course and is counted in the 10 units required for the calculation of an ATAR.

Students who have demonstrated competence in the Year 11 Mathematics Standard course will progress to the HSC Mathematics Standard 1 Course in Year 12.

Mathematics Standard 1 students can choose to sit a HSC examination if they require an ATAR. Alternatively, students who choose not to sit the examination will be classified as having completed a Board Endorsed Course and it cannot be counted in the 10 units required for the calculation of an ATAR.

### **Assessment:**

Assessment tasks include a topic test, an investigation task and a major examination.

### **Additional Information:**

It is suggested that students who have studied Mathematics 5.1 would not be suited to this course. Students need a NES A approved calculator to undertake this course – calculators on mobile phones and similar devices are not acceptable. Prescribed text for Mathematics Standard – Study materials including past HSC book – Cost \$20.00 (to be paid by the end of Term 4).

## MATHEMATICS STANDARD (NON ATAR PATHWAY)

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Maths

### **Description:**

The purpose of this course is to provide an appropriate mathematical background for students wishing to enter trade occupations that require the use of mathematics as part of their daily tasks. This course is also designed for students also studying construction and / or Metals and Engineering. Mathematics Standard (NON-ATAR PATHWAY) follows the Rhombus Pathway of the Mathematics Standard syllabus and will provide students with the skills and knowledge required for any trade pathway. Students will have the option to select Mathematics Standard 1 in Year 12.

In Year 12, Mathematics Standard 1 students can choose to sit a HSC examination. Whereby the course will be counted in the 10 required units for the calculation of an ATAR as Category B. Alternatively, students who choose not to sit the examination will be classified as having completed a Board Endorsed Course and it cannot be counted in the 10 units required for the calculation of an ATAR.

### **Assessment:**

Assessment tasks include a topic test, an investigation task and a practical task.

### **Additional Information:**

Students need a NESAs approved calculator to undertake this course – calculators on mobile phones and similar devices are not acceptable. Prescribed text – Study materials including past HSC book – Cost \$20.00 (to be paid by the end of Term 4).



## MODERN HISTORY

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** HSIE

### **Description:**

This is a challenging course suitable for students who are prepared to work hard and who have a keen interest in twentieth century political and military history.

The Twentieth Century has been one of the most turbulent in history and in the Year 11 course, students learn about events, people and ideas which have contributed to these changes. There is an investigation into The Nature of Modern History which covers a wide range of topics and activities. There are also a number of case studies which examine significant events and personalities that provide a background to the HSC options. Students undertake a Historical Investigation where they choose their own topic to research and present their findings. The final study is to focus on an event instrumental in The Shaping of the Modern World.

In the HSC course, students are required to study Power and Authority in the Modern World 1919-1946, a National Study, a study in Peace and Conflict and an investigation of Change in the Modern World.

### **Assessment:**

In the Year 11 course there are three assessment tasks including the Historical Investigation and a formal written examination. The HSC examination details of this new syllabus are yet to be released.

### **Additional Information:**

- We advise students to work in a folder or A4 workbook and bring their own device.
- There is an overseas excursion to Europe which is optional.
- To consolidate knowledge, skills and understanding in Ancient History, students should also consider studying 2 Unit English (Advanced or Standard).

### **Additional Costs:**

- \$10.00 per year for course materials. This is a **mandatory fee**.
- There is an overseas excursion to Europe which is optional. The cost of this excursion is yet to be determined.

## MUSIC

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** CAPA

### Description:

This course should only be considered by students that have demonstrated ability and skills on an instrument/s and or vocally. Course 1 caters for students who have an interest in music and can perform with skills that can be built upon during Year 11. Performing in front of an audience is a prerequisite.

### Assessment:

The course relies heavily on the student's performance skills, however, other aspects of assessment are based around musical theory and composition. The HSC Examination is divided into Performance and elective options (composition & Musicology). The Aural listening examination is based around the student's knowledge of musical theory and identification of musical concepts in a wide range of listening examples.

### Additional Information:

Students will be expected to perform in front of large audiences during school showcase events and official assemblies. Some of these events take place outside regular school hours.

**Course fees:** \$50.00 per year plus excursion costs.

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** PDHPE

### Description:

The course examines a range of areas that underpin health and physical education. Study of this course focuses on human anatomy and physiology, the management of personal and community health, as well as factors that affect and improve physical performance. Students develop skills of critical inquiry and practical application in investigating the course content.

### Topics Include:

The Body in Motion, Better Health for Individuals, and two option topics that are studied in Year 11. Two Option topics: Factors Affecting Performance and Health Priorities are covered in the Year 12 Course.

### Assessment:

This involves written research in the form of reports, practical application, case studies, short and extended responses, and an examination.

### Additional Information:

This course is suitable for both ATAR and Non-ATAR students. Students wishing to pursue careers in medicine, health, wellbeing, sport, recreation, leisure, aged care, teaching and nursing would be well suited to study this course. This course is more theoretical than practical in nature like in years 7-10 PDHPE. Students wishing to engage in more practical aspects of physical education are encouraged to study Sport, Lifestyle and Recreation. Students are required to purchase an A4 exercise book, a folder and Paper or use their own device to take notes.

**Course fees:** \$10 for an exam preparation and revision book for the course that has been developed by the faculty.

## PHYSICS

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** Science

### **Description:**

Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the universe.

Topics include: Kinematics, Dynamics, Electricity and Magnetism, the Nature of Light and from the Universe to the Atom.

### **Assessment:**

Students will demonstrate their learning through a range of assessment tasks which include research, first hand investigations, written examinations and a depth study. Students will also be expected to write regular practical reports as part of their home study regime.

### **Additional Information:**

It is recommended that students are currently achieving at a Grade B average or better across all courses to consider this course. Students will need to demonstrate mathematical skills and writing skills and be able to interpret technical information.

The study of Physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

### **Additional Costs:**

\$45 for EdRolo subscription and additional course materials. Excursion costs are additional.

## SOCIETY AND CULTURE

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** HSIE

### **Description:**

#### **Year 11 Topics:**

The Social and Cultural World (30%), Personal and Social Identity (40%), Intercultural Communications (30%)

#### **Year 12 Topics:**

Core – Personal Interest Project (30%), Core: Social and Cultural Continuity and Change (30%), Depth Studies (2 options at 20% each): Popular Culture / Belief Systems.

Students will develop the following skills: inquiry, research, reading and comprehension, writing, communication and self-management skills.

### **Assessment:**

**In addition to extended response essays and formal examinations, students must also submit a Personal Interest Project (PIP) worth 40% of their HSC examination mark. The PIP requires students to select a suitable topic (of their own choice) related to the course, develop and apply appropriate methods of research and investigation, and submit a completed project containing required components. This is a substantial document that requires students to complete a final written work of up to 5500 words.**

### **Structure of the HSC Examination:**

The HSC is a 2 hour examination that consists of the following:  
10 mixed multiple choice and short answers and 2 extended responses.

### **Additional Information:**

- This subject is recommended for students who can self-manage a large research inquiry task, have good writing skills, can do primary research, like facts and statistics, can do data analysis, enjoy working with primary and secondary sources and be up to date with current events.
- **Society and Culture is a course designed for competent researchers who possess effective organisation and time management skills, in addition to a highly developed aptitude for extended writing.**
- This course also requires students to be confident in working in groups, discussing course content in class and regularly reflect on their own learning.
- To consolidate knowledge, skills and understanding in Society and Culture, students should also consider studying 2 Unit English (Advanced or Standard), Economics, Studies of Religion or Aboriginal Studies.

### **Additional Costs:**

\$20.00 per year for course materials.

## STUDIES OF RELIGION II

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** HSIE

### Description:

#### Year 11 Topics:

Nature of Religion and Beliefs (SOR 1 (60 hours) SOR 11 (120 hours)) (16 hours)  
Religious Tradition Study 1 (22 hours), Religious Tradition Study 2 (22 hours), Religious Tradition Study 3 (22 hours), Religions of Ancient Origin (22 hours), Religion in Australia pre-1945 (16 hours).

#### Year 12 Topics:

Religion and Belief Systems in Australia post-1945 (16 hours), Religious Tradition Depth Study 1 (22 hours), Religious Depth Study 2 (22 hours), Religious Depth Study 3 (22 hours), Religion and Peace (22 hours), Religion and Non-Religion (16 hours).

Students will develop the following skills: inquiry, research, reading and comprehension, writing, communication and self-management skills.

### Assessment:

Students are formally assessed in various ways including extended writing, research tasks, oral presentations and formal examinations. In class, students can expect to demonstrate their understanding through written work, debates and discussions.

### Structure of the HSC Examination:

The HSC is a 3 hour examination that consists of the following:  
Mixed multiple choice and short answers and 3 extended responses.

### Additional Information:

- This subject is recommended for students who can self-manage a large research inquiry task, have good writing skills, like facts and statistics.
- Students will be required to attend an overnight excursion to Nan Tien Temple (near Wollongong) and a day excursion to Gallipoli Mosque in Auburn.
- Students should be prepared to extend their learning at home and be willing to share these ideas in the classroom. Studies of Religion II is an exciting course that will allow students to research and investigate many different aspects of belief systems. Students must also be aware that this course requires them to be confident readers and be able to write extended responses to a high standard. These are key elements of this course.
- To consolidate knowledge, skills and understanding in Studies of Religion II, students should also consider studying 2 Unit English (advanced or Standard), Society and Culture, Aboriginal Studies and / or VET Business Services (to assist with organisation).

### Additional Costs:

\$45.00 per year for course materials and EdRolo subscription.

## TEXTILES AND DESIGN

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** TAS

### Description:

The Year 11 course involves the study of design, textile construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical skills are focused on developing skills in fabric manipulation and embellishment, fashion drawing and folio work. Textiles students are usually creative and passionate about working with fabrics and other textile items.

Practical experiences are a major part of both years and are integrated throughout the content areas. Practical work includes construction/manufacturing samples, embellishing and fabric manipulation experiments and project work. The Year 11 course has two projects which are accompanied by folios:

- \* Project 1 – Embellish, Stitch and Enrich Journal Cover and Folio
- \* Project 2 – Burlesque - Corset

The HSC builds on the Year 11 Course and involves the study of another culture, historical developments in textiles, contemporary designers, dyeing and printing innovations, emerging textiles and current issues in the Australian Textile Industry. The HSC involves a Major Textiles Project with a folio and practical item. This work is sent into the NESA for assessment. Ability to meet deadlines is essential.

### Additional Information:

Course fees: **\$60.00** for Year 11 and **\$40.00** for Year 12 plus the purchase of necessary equipment. Students will be required to obtain an A3 folder for project work, an A4 sketchbook, a plastic sleeve book, necessary sewing equipment and fashion drawing implements (such as watercolour pencils, markers, B-6B pencils etc). A Major Textiles Project is 50% of the HSC.

## VISUAL ARTS

**ATAR:** Yes    **Number of Units:** 2    **Category:** A    **Faculty:** CAPA

### Description:

Visual Arts is a course designed for competent artists who possess effective organisation and time management skills, in addition to developed art-making ability. Visual Arts involves students in the practices of art making, art criticism and art history. Students critically investigate artists and artworks from a range of cultures, traditions and times through their Case Study research. Sound research and extended writing skills are recommended as students write many extended response case studies on artists and artworks they analyse throughout the course. Students also develop their skills in a number of practical areas to produce a 'Body of Work'.

### Assessment:

The course is weighted 50% Practical and 50% Theory. This means that students will be assessed on both their artwork, through regular reviews, and their knowledge and understanding of other artists' practice by written examination. For the HSC, students will have to produce a major artwork across the year called a 'Body of Work', in addition to sitting a formal written external examination.

### Additional Information:

Students interested in studying art for enjoyment rather than for an ATAR, should consider the Visual Arts Craft and Design course.

**Course Fees: \$70.00 per year plus excursion costs.**



# CATEGORY “B” COURSES

## PLEASE NOTE:

1. For students seeking admission to University, **ONLY ONE** of these courses may be used in the calculation of the ATAR.
2. You **MUST** do the HSC Examination if you wish to include it in the calculation of your ATAR.
3. TEC recommends that students choose a maximum of **THREE** VET courses.
4. The VET HSC examination is optional for non-ATAR students.

**The following courses are all Board Developed Courses, but only one can be used to calculate the ATAR.**



## VOCATIONAL EDUCATION AND TRAINING PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222

### Vocational Education and Training (VET) Courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on National Training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and will assist students to move to various education and training sectors and/or employment.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 units of study in Year 11 and/or Year 12.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific **mandatory work placement** or simulated workplace hours at school as specified by NESA.

Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations and therefore do not count in the calculations of the ATAR. Some Board Endorsed VET Courses have mandatory industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator, VET Teacher or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and that the course is suitable for their individual needs, knowledge and skills.

## ENGLISH STUDIES

**ATAR:** Optional    **Number of Units:** 2    **Category:** B    **Faculty:** English/History

### **Description:**

This is a more vocational course suitable for students who wish to refine their skills in English but are seeking an alternative to the English Standard Course.

### **Assessment:**

In Year 11, there will be three assessment tasks including a collection of classwork, a multimodal presentation and a formal written examination. **Students who are seeking an ATAR can sit the optional HSC examination in Year 12.**

### **Additional Information:**

This course is recommended for students who obtained a Band 6 or lower in NAPLAN.

For the purpose of senior English, we advise that students work in a folder or A4 workbook and bring their own device.



Course: <b>Business Services</b> (240 indicative hours) Board Developed Course Number: <b>26101</b>		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>BSB 20115 Certificate in Business</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>BSB Business Services</b> Training Package (Release 2.0) ( <a href="https://training.gov.au/Training/Details/BSB">https://training.gov.au/Training/Details/BSB</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
<b>BSB20115 Certificate II in Business</b>		<b>Units of Competency</b>	
<b>1 Core</b> BSBWHS201 Contribute to health and safety of self and others <b>11 Electives</b> BSBCUS201 Deliver a service to customers BSBIND201 Work effectively in a business environment BSBINM201 Process and maintain workplace information BSBINN201 Contribute to workplace innovation BSBSUS201 Participate in environmentally sustainable work practices		BSBWOR203 Work Effectively with others BSBITU307 Develop keyboarding speed and accuracy TLIP2029 Prepare and process financial documents BSBCMM201 Communicate in the workplace BSBITU201 Produce simple word processed documents BSBITU202 Create and use spread sheets <b>Additional units required to attain an HSC credential in this course</b> BSBWOR202 Organise and complete daily work activities BSBWOR204 Use business technology	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
<b>Pathways to Industry</b>			
Skills gained in this course transfer to other occupations. Working in the business services industry involves:			
<ul style="list-style-type: none"> <li>▪ customer (client) service</li> <li>▪ organising information and records in both paper and electronic forms</li> </ul>		<ul style="list-style-type: none"> <li>▪ teamwork</li> <li>▪ using technologies</li> <li>▪ creating documents</li> </ul>	
<b>Examples of occupations in the Business Services Industry</b>			
<ul style="list-style-type: none"> <li>▪ administration assistant</li> <li>▪ clerical worker</li> </ul>		<ul style="list-style-type: none"> <li>▪ office junior</li> <li>▪ receptionist</li> <li>▪ information desk operator</li> <li>▪ data entry operator</li> </ul>	
<b>Mandatory course requirements to attain a HSC credential in this course</b>			
Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
<b>Admission Requirements</b>			
To enrol in <b>BSB20115 Certificate II in Business</b> , students require the physical ability to touch type with speed and accuracy. This is an inherent skill requirement for the unit of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
<b>Competency-Based Assessment</b>			
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>Optional HSC examination for ATAR purposes</b>			
The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: \$Nil</b>			
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
<b>A school-based traineeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			

Course: <b>Construction</b> (240 indicative hours) Board Developed Course Number: <b>26201</b>		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>CPC20122 Certificate II in Construction Pathways</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>CPC08 Construction, Plumbing and Services</b> Training Package (Release 9.4) ( <a href="https://training.gov.au/Training/Details/CPC08">https://training.gov.au/Training/Details/CPC08</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
<b>CPC20122 Certificate II in Construction Pathways</b>		<b>Units of Competency</b>	
<b>6 Core</b> CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry CPCCCM1012A Work effectively and sustainably in the construction industry CPCCCM1013A Plan and organise work CPCCCM1013A Conduct workplace communication CPCCCM1015A Carry out measurements and calculations CPCCCM2001A Read and interpret plans and specifications <b>6 Electives</b> CPCCCA2002B Use carpentry tools and equipment-Group B		<b>6 Electives (cont.)</b> CPCCCA2011A Handle carpentry materials-Group B CPCCCM2006B Apply basic levelling procedures-Group H CPCCCO2013A Carry out concreting to simple forms-Group H CPCCJN2001A Assemble components-Group F CPCCJN2002B Prepare for offsite manufacturing processes-Group F <b>Additional units required to attain an HSC credential in this course</b> CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground CPCCCM2005B Use construction tools and equipment <b>#CPCCWHS1001 Prepare to work safely in the construction industry</b>	
<b>#Successful completion CPCCWHS1001 Prepare to work safely in the construction industry will lead to a General Construction Induction Card (White Card) issued by SafeWork NSW. This is a legal requirement before entering a construction site across Australia.</b>			
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
<b>Pathways to Industry</b>			
Skills gained in this course transfer to other occupations. Working in the construction industry involves:			
▪ communication	▪ problem-solving	▪ teamwork	▪ initiative and enterprise
<b>Examples of occupations in the construction industry</b>			
▪ Builder	▪ shopfitter and joiner	▪ bricklayer	
<b>Mandatory course requirements to attain an HSC credential in this course</b>			
Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
<b>Admission Requirements</b>			
To enrol in <b>CPC20122 Certificate II in Construction Pathways</b> , students require the physical ability to safely carry out manual activities such as lifting, carrying and shifting loads of materials and climbing, use construction tools and equipment and safely work with a variety of construction materials. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
<b>Competency-Based Assessment</b>			
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>Optional HSC examination for ATAR purposes</b>			
The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: \$ 70.00 each year WhiteCard will be delivered by an external provider \$85 approx (before work placement)</b>			
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			



The information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.

Course: <b>Entertainment Industry</b> (240 indicative hours) Board Developed Course Number: <b>26401</b>		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>CUA30415 Statement of Attainment towards Certificate III in Live Production and Services</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the CUA Creative Arts and Culture Training Package (Release 3.0) ( <a href="https://training.gov.au/Training/Details/CUA">https://training.gov.au/Training/Details/CUA</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
<b>CUA30415 Statement of Attainment towards Certificate III in Live Production and Services</b>			
<b>4 Core</b> CPCCOHS1001A Work safely in the construction industry CUAIND301 _____ Work effectively in the creative arts industry CUAWHS302 Apply work health and safety practices SITXCCS303 _____ Provide service to customers <b>8 Electives</b> CUASOU301 Undertake live audio operations Group A CUALGT301 _____ Operate basic lighting Group A		<b>8 Electives (cont)</b> CUASTA301 Assist with production operations for live performances Grp A CUAVSS302 Operate vision systems Group A MEM18002B Use power tools/hand held operations Other CUASOU306 Operate sound reinforcement systems Group A CUASMT301 Operate sound reinforcement systems Group A CUASTA202 Assist with bump in and bump out of shows Group C <b>N. B. Additional competencies (2 core and 1 elective) are required to achieve the full qualification. Refer to Specialisation Course Descriptor.</b>	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted			
<b>Pathways to Industry</b> Skills gained in this course transfer to other occupations. Working in the entertainment industry involves:			
<ul style="list-style-type: none"> <li>▪ Lighting and sound operations</li> <li>▪ Audio visual operations</li> </ul>		<ul style="list-style-type: none"> <li>▪ Set and props construction and staging</li> <li>▪ Creative projects</li> </ul>	
<b>Examples of occupations in the Entertainment Industry</b>			
<ul style="list-style-type: none"> <li>▪ Technical Assistant (Productions)</li> <li>▪ Sound Technician</li> </ul>		<ul style="list-style-type: none"> <li>▪ Assistant venue technician</li> <li>▪ Follow spot operator</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Special Effects Assistant</li> </ul>			
<b>Mandatory course requirements to attain a HSC credential in this course</b> Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
<b>Admission Requirements</b> To enrol in <b>CUA30415 Statement of Attainment towards Certificate III in Live Production</b> , students who are interested in lighting, sound, staging, set design and dealing with patrons would be suited to this course. Prior to enrolment, students will be advised individually of their suitability. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, assignments and students will be involved in performances and productions.			
<b>Competency-Based Assessment:</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor.			
<b>Complaints and Appeals:</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>Optional HSC examination for ATAR purposes:</b> The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: \$60 per year</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship</b> is available in this course. For more information, contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			



Course: <b>Financial Services (240 indicative hours)</b> Board Developed Course		4 Preliminary and/or HSC units in total Category B status for Australian Tertiary Admission Rank (ATAR)	
This industry curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.			
<b>FNS30115 Certificate III in Financial Services</b> <b>OR</b> <b>FNS30317 Certificate III in Accounts Administration</b> <b>Units of Competency</b> <b>Financial Services Core</b> BSBWHS201 Contribute to health and safety of self and others BSBWOR203 Work effectively with others BSBWOR204 Use business technology FNSINC301 Work effectively in the financial services industry  <b>Accounts Administration Core</b> BSBITU306 Design and produce business documents BSBWRT301 Write simple documents FNSACC304 Conduct business activities using a computerised accounting system FNSACC311 Process financial transactions and extract interim reports FNSACC312 Administer subsidiary accounts and ledger FNSACC313 Perform financial calculations FNSINC301 Work effectively in the financial services industry		<b>Financial Services Electives</b> FNSACC311 Process financial transactions and extract interim reports FNSACC313 Perform financial calculations BSBRKG304 Maintain business records FNSACM303 Process payment documentation FNSRTS301 Provide customer service in a retail agency FNSRTS308 Balance cash holdings BSBITU306 Design and produce business documents BSBWRT301 Write simple documents BSBDIV301 Work effectively with diversity  <b>Accounts Administration Electives</b> BSBWOR203 Work effectively with others BSBFIA401 Prepare financial reports FNSACM303 Process payment documentation <b>Please note: This course may change due to a new Training Package being endorsed during 2018. Students will be notified of the new qualifications and any transition requirements.</b>	
<b>Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.</b>			
<b>Pathways to Industry</b>		Skills gained in this course transfer to other occupations. Working in the financial services industry involves	
<ul style="list-style-type: none"> <li>customer (client) service</li> <li>organising information and records in both paper and electronic forms</li> </ul>		<ul style="list-style-type: none"> <li>teamwork</li> <li>using technologies</li> <li>creating financial documents</li> </ul>	
<b>Examples of occupations in the Financial Services industry:</b>			
<ul style="list-style-type: none"> <li>Accounting Clerk</li> <li>Clerical worker</li> </ul>		<ul style="list-style-type: none"> <li>Book keeper</li> <li>loan officer</li> <li>financial broker</li> <li>financial planner</li> </ul>	
<b>Mandatory Course Requirements</b> Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NSW Education Standards Authority (NESA).			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment decisions through their VET teacher.			
<b>Optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Financial Services (240 indicative hours) 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.			
<b>Course consumables: \$Nil</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
A school-based traineeship is available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			

Course: <b>Hospitality</b> (240 indicative hours) Board Developed Course Number: <b>26511</b>		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>SIT 20416 Certificate II in Kitchen Operations</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>SIT Tourism, Travel and Hospitality</b> Training Package (Release 1.1) ( <a href="https://training.gov.au/Training/Details/SIT">https://training.gov.au/Training/Details/SIT</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
<b>SIT 20416 Certificate II in Kitchen Operations</b>		<b>Units of Competency</b>	
<b>8 Core</b> BSBWOR203 Work effectively with others SITXWHS001 Participate in safe work practices 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		<b>5 Electives</b> SITHIND002 Source and use information on the hospitality industry SITXFSA002 Participate in safe food handling practices SITHCCC003 Prepare and present sandwiches SITHCCC002 Prepare and present simple dishes SITHCCC006 Prepare appetisers and salads <b>Additional units required to attain an HSC credential in this course</b> BSBSUS201 Participate in environmentally sustainable work practices	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
<b>Pathways to Industry</b> Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
<ul style="list-style-type: none"> <li>Supporting and working with colleagues to meet goals and working in a team</li> </ul>		<ul style="list-style-type: none"> <li>Preparing menus, managing resources, preparing, cooking food and menu items</li> </ul>	
<b>Examples of occupations in the Hospitality Industry</b>			
<ul style="list-style-type: none"> <li>Breakfast cook</li> <li>Catering assistant</li> </ul>	<ul style="list-style-type: none"> <li>Fast food cook</li> <li>Sandwich hand</li> </ul>	<ul style="list-style-type: none"> <li>Takeaway food cook</li> <li>Trainee chef</li> </ul>	
<b>Mandatory course requirements to attain a HSC credential in this course</b> Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
<b>Admission Requirements</b> To enrol in <b>SIT 20416 Certificate II in Kitchen Operations</b> , students should be interested in working in a hospitality environment preparing and plating food to customers. They should be able to lift and carry equipment and use hand held and larger commercial kitchen equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
<b>Competency-Based Assessment</b> Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>Optional HSC examination for ATAR purposes</b> The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: \$120 per year plus \$200 for uniform ordered through the school includes- black chef's jacket, hat, neckerchief, checked pants and chef's toolbox with assorted knives and stone. Students MUST wear fully enclosed shoes at all times in the kitchen</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship and apprenticeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			

Course: <b>Hospitality</b> (240 indicative hours) Board Developed Course Number: <b>26511</b>		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>SIT 20316 Certificate II in Hospitality</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>SIT Tourism, Travel and Hospitality Training Package</b> (Release 1.1) ( <a href="https://training.gov.au/Training/Details/SIT">https://training.gov.au/Training/Details/SIT</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
<b>SIT 20316 Certificate II in Hospitality</b>		<b>Units of Competency</b>	
<b>6 Core</b>		SITHFAB005 Prepare and serve espresso coffee; Group B	
SITXWHS001	Participate in safe work practices	SITHFAB007	Serve food and beverage; Group B
BSBWOR203	Work effectively with others	SITXFSA002	Participate in safe food handling practices; Group B
SITHIND002	Source and use information on the hospitality industry	SITHFAB004	Prepare and serve non-alcoholic beverages; Group B
SITXCCS003	Interact with customers	B	
SITHIND003	Use hospitality skills effectively	SITHCCC003	Prepare and present sandwiches; Group B
SITXCOM002	Show social and cultural sensitivity	<b>Additional units required to attain an HSC credential in this course</b>	
<b>6 Electives</b>		SITHCCC001	Use food preparation equipment
SITXFSA001	Use hygienic practices for food safety; Group A	SITXCOM001	Source and present information Group B
		BSBSUS201	Participate in environmentally sustainable work practices Group B
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
<b>Pathways to Industry</b>			
Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
<ul style="list-style-type: none"> <li>Supporting and working with colleagues to meet goals and provide a high level of customer service</li> </ul>		<ul style="list-style-type: none"> <li>Prepare for front of house service, manage resources, preparing and serving a range of food and beverages</li> </ul>	
<b>Examples of occupations in the Hospitality Industry</b>			
<ul style="list-style-type: none"> <li>Café Attendant</li> </ul>		<ul style="list-style-type: none"> <li>Food and Beverage Attendant</li> </ul>	<ul style="list-style-type: none"> <li>Barista</li> </ul>
<b>Mandatory course requirements to attain a HSC credential in this course</b>			
Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
<b>Admission Requirements</b>			
To enrol in <b>SIT 20316 Certificate II in Hospitality</b> , students 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 and use hand held and larger commercial equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
<b>Competency-Based Assessment</b>			
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>Optional HSC examination for ATAR purposes</b>			
The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: \$120 per year plus \$85 for Uniform which is ordered through the school : includes Black chef's jack, hat and kerchief, checked pants. Students must wear fully enclosed shoes at all times in the kitchen.</b>			
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			





Course: <b>Information and Digital Technology</b> (240 indicative hours) Board Developed Course Number: <b>27301</b>		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>ICT30115 Statement of Attainment towards Certificate III in Information, Digital Media and Technology</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>ICT Information and Communications Technology</b> Training Package (Release 3.1) ( <a href="https://training.gov.au/Training/Details/ICT">https://training.gov.au/Training/Details/ICT</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
<b>ICT30115 Statement of Attainment towards Certificate III in Information, Digital Media and Technology</b>		<b>Units of Competency</b>	
<b>5 Core</b> BSBWHS304 Participate effectively in WHS communication and consultation processes BSBSUS401 Implement and monitor environmentally sustainable work practices ICTICT202 Work and communicate effectively in an ICT environment ICTICT302 Install and optimise operating system software ICTSAS301 Run standard diagnostic tests <b>N. B. Additional competencies (1 core and 5 electives) are required to achieve the full qualification. Refer to Specialisation Course Descriptor.</b>		<b>Stream</b> ICTICT203 Operate application software packages Group A ICTICT308 Use advanced features of computer applications Group A ICTWEB302 Build simple websites using commercial Programs Group D <b>Elective</b> ICTWEB201 Use social media tools for collaboration and Engagement Group D ICTWEB303 Produce digital images for the web Group D ICTWEB301 Create a simple mark-up language document Group D	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted			
<b>Pathways to Industry</b> Skills gained in this course transfer to other occupations. Working in the information technology industry involves:			
<ul style="list-style-type: none"> <li>▪ Designing webpages</li> <li>▪ Supporting computer users</li> </ul>		<ul style="list-style-type: none"> <li>▪ Networking computers</li> <li>▪ Communicating with clients, diagnosing solutions to software problems</li> </ul>	
<b>Examples of occupations in the Information Technology Industry</b>			
<ul style="list-style-type: none"> <li>▪ Service technician</li> <li>▪ Help desk office</li> </ul>		<ul style="list-style-type: none"> <li>▪ Multi-media developer</li> <li>▪ Online service support officer</li> <li>▪ Technical support officer</li> <li>▪ Web designer</li> </ul>	
<b>Mandatory course requirements to attain a HSC credential in this course</b> Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
<b>Admission Requirements</b> To enrol in <b>ICT30115 Statement of Attainment towards Certificate III in Information, Digital Media and Technology</b> , students who are interested in web designing and able to communicate with clients would be suited to this course. Prior to enrolment, students will be advised individually of their suitability. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities and assignments.			
<b>Competency-Based Assessment:</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. <b>Complaints and Appeals:</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher. <b>Optional HSC examination for ATAR purposes:</b> The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: \$Nil</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship</b> is available in this course. For more information, contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			

Course: <b>Metal and Engineering</b> (240 indicative hours) Board Developed Course Number: <b>26701</b>	Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)
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The **MEM10105 Certificate I in Engineering** is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the **MEM05 Metal and Engineering** Training Package (Release 11.1) (<https://training.gov.au/Training/Details/MEM05>). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.

<b>MEM10105 Certificate I in Engineering</b>		<b>Units of Competency</b>	
<b>4 Core</b>		MEM18001C	Use hand tools - 2 points
MEM13014A	Apply principles of occupational health and safety in the work environment	MEM18002B	Use power tools/hand held operations - 2 points
MEM14004A	Plan to undertake a routine task	MEM05006C	Perform brazing and or silver soldering - 2 points
MEM15024A	Apply quality procedures	MEM16005A	Operate as a team member to conduct manufacturing, engineering or related activities - 2 points
MEM16007A	Work with others in a manufacturing, engineering or related environment	MEM11011B	Undertake manual handling - 2 points
<b>10 Electives to the value of 24 points</b>		MEM07032B	Use workshop machines for basic operations - 2 points
MEM12023A	Perform engineering measurements - 5 points	MEM16008A	Interact with computing technology - 2 points
MEM12024A	Perform computations - 3 points	<b>Additional units required to attain an HSC credential in this course</b>	
MEM15002A	Apply quality systems - 2 points	Induction - <i>Manufacturing, engineering and related services industries induction</i>	
Content only - <i>Interpret technical drawing</i>			

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

**Pathways to Industry**

Skills gained in this course transfer to other occupations. Working in the engineering industry involves:

- communication
- problem-solving
- teamwork
- initiative and enterprise

**Examples of occupations in the engineering industry**

- metal production engineer
- Fabrication engineer
- production engineer

**Mandatory course requirements to attain an HSC credential in this course**

Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.

**Admission Requirements**

To enrol in **MEM10105 Certificate I in Engineering**, students require the physical ability to be able to use hand and power tools and lift and carry small and large objects. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities and assignments.

**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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

**Complaints and Appeals** Students may lodge an appeal about assessment or any other decisions through the VET teacher.

**Optional HSC examination for ATAR purposes**

The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.

**Course consumables: \$70 per year. Fully enclosed steel capped boots must be worn**

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

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

**A school-based traineeship** is available in this course. For more information contact the school's Careers Adviser.

**Exclusions:** VET course exclusions can be confirmed with the school.

Course: <b>Primary Industries</b> (240 indicative hours) Board Developed Course Number: <b>26811</b>	2 or 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)
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The **AHC20116 Certificate II in Agriculture** is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the **AHC Agriculture, Horticulture and Conservation and Land Management (Release 2.0)** Training Package (<https://training.gov.au/Training/Details/AHC>). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.

AHC20116 Certificate II in Agriculture		Units of Competency
<b>3 Core</b>		
AHCWRK209	Participate in environmentally sustainable work practices (HSC Mandatory)	AHCWRK205 Participate in workplace communications ( Group A)
AHCWHS201	Participate in work health and safety processes (HSC Mandatory)	AHCPMG201 Treat weeds (Group A)
AHCWRK204	Work effectively in the industry (HSC Mandatory)	AHCLSK204 Carry out regular livestock observation (Group A)
<b>15 Electives</b>		AHCLSK205 Handle livestock using basic techniques (Group A)
AHCCHM201	Apply chemicals under supervision (Group A)(HSC Mandatory)	AHCLSK209 Monitor water supplies(Group A)
AHCWRK201	Observe and report on weather (Group A) (HSC Mandatory)	AHCSOL202 Assist with soil or growing media sampling and testing (Group B)
AHCLSK202	Care for health and welfare of livestock (Group A) (Stream Exam)	AHCNSY202 Care for nursery plants
AHCMOM202	Operate tractors (Group A)	AHCBIO201 Inspect and clean machinery for plant, animal and soil Material (Group A)
AHCINF202	Install, maintain and repair farm fencing (Group A)	AHCLSK211 Provide feed for livestock
		AHCLSK206 Identify and mark livestock (Animal options)
		AHCNSY201 Pot up plants
		AHCNSY203 Undertake propagation activities (Plant options)

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

**Pathways to Industry**  
Skills gained in this course transfer to other occupations. Working in the agriculture industry involves:

The qualification enables individuals to select a livestock production, cropping or livestock context as a job focus or, in the case of mixed farming enterprises, both cropping and livestock.

**Examples of occupations in the Agriculture industry**

- Farm or station assistant
- Assistant Farm or station worker
- Assistant Farm or station labourer

**Mandatory course requirements to attain an HSC credential in this course**  
Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement over two years to practise and extend their learning.

**Admission Requirements**  
To enrol in **AHC20116 Certificate II in Agriculture**, students should be interested in working in a agriculture environment. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with and around animals. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities, and assignments.

**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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

**Complaints and Appeals** Students may lodge an appeal about assessment or any other decisions through the VET teacher.

**Optional HSC examination for ATAR purposes**  
The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.

**Course consumables: \$80 per year. Uniform - Students must wear enclosed boots. Long sleeve collared Hi Viz shirt**  
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school.  
*If you are unable to make contributions or are experiencing financial difficulty, please contact your school.*

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

**A school-based traineeship** is available in this course. For more information contact the school's Careers Adviser.

**Exclusions:** VET course exclusions can be confirmed with the school.

The information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.

Course: <b>Retail Services</b> (240 indicative hours) Board Developed Course Number: <b>26911</b>		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>SIR30216 Certificate III in Retail</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>SIR Retail Services</b> Training Package (Release 2) ( <a href="http://training.gov.au">http://training.gov.au</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
<b>SIR30216 Certificate III in Retail</b>		<b>Units of Competency</b>	
<b>8 Core</b> SIRXCEG001 Engage the customer SIRXCOM002 Work effectively in a team SIRXWHS002 Contribute to workplace health and safety SIRXRSK001 Identify and respond to security risks SIRXSL001 Sell to the retail customer SIRXIND001 Work effectively in a service environment SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty		<b>5 Electives</b> SIRXPDK001 Advise on products and services SIRRMER001 Produce visual merchandise displays SIRRINV001 Receive and handle retail stock SIRRINV002 Control stock SIRXIND002 Organise and maintain the store environment  <b>Additional for HSC Requirements</b> SIRXSL002 Follow point-of-sale procedures	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
<b>Pathways to Industry</b> Skills gained in this course transfer to other occupations. Working in the retail industry involves:			
<ul style="list-style-type: none"> <li>▪ customer service</li> <li>▪ stock control</li> <li>▪ using cash registers, scanners, computers, telephones</li> </ul>		<ul style="list-style-type: none"> <li>▪ teamwork</li> <li>▪ designing and creating displays</li> </ul>	
<b>Examples of occupations in the Retail Industry</b>			
<ul style="list-style-type: none"> <li>▪ buyer</li> <li>▪ customer service assistant</li> </ul>		<ul style="list-style-type: none"> <li>▪ stock controller</li> <li>▪ sales person</li> <li>▪ visual merchandiser</li> <li>▪ merchandiser</li> </ul>	
<b>Mandatory course requirements to attain a HSC credential in this course</b> Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
<b>Admission Requirements</b> To enrol in <b>SIR30216 Certificate III in Retail</b> , students would need to be interested in engaging customers, maintaining daily store operations and knowledge of products and services. They would need to work independently under limited supervision. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities and assignments.			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>Optional HSC examination for ATAR purposes</b> The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: \$Nil</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
<b>A school-based traineeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			



# NON ATAR CATEGORY “C”

## BOARD ENDORSED COURSES

### PLEASE NOTE:

1. Students can choose a **maximum** of **TWO** courses from these pages.
2. These courses **DO NOT** have an HSC Examination at the end of Year 12.
3. These courses **DO NOT** count towards an ATAR.
4. Courses will be subject to availability – depending on numbers of students choosing each course.
5. Some courses may be changed to suit Campus requirements.

## COMPUTING APPLICATIONS

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** Computing

### **Description:**

Computing Application is a Board Endorsed Course designed as a subject for students who wish to improve their skills and knowledge in computing. The course is described as a tool with the potential to enhance learning and engagement of students with a range of contexts. The choice of modules provided in this syllabus will allow students to explore their own areas of interest and develop specific skills, knowledge and understanding of the uses of computer based technologies in those areas. The variety of software applications available to students enhances their capacities in both information handling and creative processes. Project work is integrated into the course modules and will serve as a major area of assessment for the course.

### **Assessment:**

Task 1: Hardware & Software Research Task 30%

Task 2: Folio of Work 30%

Task 3: Exit Examination 40%.

More information on assessment tasks and other requirements will be in the Course Handbook.

### **Additional Information:**

This course will suit students who do not need a subject that counts towards an ATAR and students seeking hands-on activities related to computing applications.

Successful students complete all set classwork and develop skills through theory work and practical activities.

**Course Fees:**    **\$20.00 per year** to cover office consumables. Other costs may include extra resources and excursions.

## ENGINEERING PROJECTS

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** TAS

### Description:

This course is suited to students who have an interest in “all things engineered/mechanical/STEM”, including learning how to design, manufacture and maintain a diverse range of products and infrastructure that is integral to the functioning of society, business and industry. This course is designed to develop Engineering concepts that will encourage students into careers as Engineering Technician’s or Assistants.

Students will be required to rely strongly on their creativity and problem solving to turn ideas into reality by applying lateral thinking and mathematical and scientific principles, to develop solutions to problems, needs and opportunities. The course has an emphasis on the development of practical skills, with theory work aimed to improve knowledge in this area.

An Engineer Technician also needs to be socially aware and involved in broader community issues: impacts on the environment, sustainable energy, health and safety, and consultation processes to understand social attitudes and opinion.

The Engineering Projects course provides opportunities for students to investigate, research and present information, design and make products and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society.

The Engineering Practical course focuses on real-life contexts. It aims to prepare students for a future in an increasingly technological world, by providing the foundation for life-long learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers.

### Assessment:

The assessment components consist of:

- Knowledge and understanding outcomes and course content, and
- Skills outcomes and course content.

### Additional Information:

The content is organised into two modules. It is a flexible designed to support the diverse needs of students.

#### MODULES (60 indicative hours each)

1. Engineering Basics
2. The Projects

Students will have access to equipment needed for practical lessons.

### Additional Costs:

Due to the practical nature of the course, a fee of \$30 will be payable each year.



## EXPLORING EARLY CHILDHOOD

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** TAS

### **Description:**

This course is for students interested in learning about pregnancy, babies and young children. Students will develop an understanding of growth, development and learning in babies and young children. Students also look at how all children are unique, including information on children with special needs. Students will also become aware of learning through play and safe environments, and identify the range of services provided for young children and their families. The course may include practical applications and visits to preschools, the special education unit and community centres

### **Topics include:**

Course topics include Pregnancy and Birth, Child Growth and Development, Play, Positive interaction with Young Children, along with options such as Children's Literature, or Food and Nutrition. Engaging with practical applications that simulate parenting with the inclusion of a simulated baby is a feature of the course and allows students to become familiar with looking after a baby.

### **Assessment:**

This course does not have a HSC examination. All school-based assessments accumulate to award the final HSC mark. Results in the course are not eligible for inclusion in the calculation of an ATAR. Assessment includes research tasks, designing and constructing a children's book, short answers, reports and an in-school examination.

### **Additional Information:**

This course is suited for students interested in a career in childcare and primary school teaching as well as becoming a parent and/or carer.

**Course Fee:**        **\$12.00 per year**

## FASHION DESIGN

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** TAS

### Description:

This course is suited to students who have an interest in “all things fabric, fashion and design”, including learning how to manufacture and create a range of textile items. Students may also have an interest in working in a textile, bespoke related industry. It has an emphasis on the development of practical skills, with theory work aimed to improve knowledge in this area.

As a practical course, Fashion Design teaches students a range of manipulation, designing, manufacturing and organising skills that will help them to gain dexterity should they choose to go on to tertiary studies such as TAFE, University or employment. This course is designed to develop fashion design concepts that will encourage students into careers such as Fashion Designer, Fashion Production and Fashion Buyer.

The core unit focuses on students getting to know the workroom and the sewing machines they are using. The aim is for the student to meet the requirements of WHS and the machine license and attain the skills needed to complete the course. The course allows students to work at their own pace and gain a level of competence before moving on to more challenging projects.

### Assessment:

The assessment components consist of:

- Knowledge and understanding outcomes and course content, and
- Skills outcomes and course content.

### Additional Information:

#### CORE (20 INDICATIVE HOURS)

##### Skill Builders

This core topic is mandatory for all students.

#### MODULES (30 indicative hours each)

1. Ban the Bag
2. Unravelled
3. Intertwined
4. Project Runway

Practical classes will take place during lessons throughout each week. Students will have the opportunity to use a variety of equipment and develop a range of skills/techniques in the manufacture and decoration/embellishment of fabrics.

### Additional Costs:

Due to the practical nature of the course, a fee of \$40 will be payable each year. Depending on the project selected, students may also be required to purchase additional items.

## FOCUS ON FOOD

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** TAS

### Description:

This course is suited to students who have an interest in “all things food”, including learning how to make and serve food/beverages, as well as an interest in working in a food related industry. It has an emphasis on the development of practical skills, with theory work aimed to improve knowledge in this area.

Given that social, technological and economic factors are rapidly changing, preparing students for employment in industries that have been identified as growing should assist them in acquiring the skills needed to gain employment. The “*Focus On Food*” course attempts to achieve this by offering content that is directly related to areas sought after in this industry.

“*Focus On Food*” is designed to equip students with knowledge and skills that will encourage and lead to a successful transition to the workplace and training. It facilitates development in preparation for the future world of work in a food related area.

The “*Focus On Food*” course provides students with the opportunity to consolidate their learning and skills from a variety of experiences. Students will be involved in school and community based activities that are aimed to best meet their specific needs and interests.

### Assessment:

The assessment components consist of:

- knowledge and understanding outcomes and course content
- skills outcomes and course content.

### Additional Information:

The content is organised into one core module plus three elective modules. It is a flexible structure designed to support the diverse needs of students.

Practical classes will take place on a weekly basis, as far as practical. Students will have the opportunity to use a variety of equipment, including an espresso coffee machine.

The 30-hour core must be completed first.

CORE (30 INDICATIVE HOURS)  
Food Industry Essentials  
This core topic is mandatory for all students.

- MODULES (30 indicative hours each)
1. Eating Around the World
  2. This Goes With That
  3. Come Dine With Me
  4. Just Like Mumma’s

### Additional Costs:

Due to the practical nature of the course, a fee of \$80 will be payable each year.

## INDUSTRY-BASED LEARNING

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** Careers

### Description:

Industry-Based Learning is only available for students:

- With an approved school-based apprenticeship or traineeship training contract, and
- Who are also entered for the appropriate HSC VET course for the formal on-the-job training component of the school-based apprenticeship or traineeship.

The purpose of this course is to enable students to demonstrate the additional knowledge, understandings, skills, values and attitudes they develop from the on-the-job training component of a school-based apprenticeship or traineeship.

The evidence of Industry-Based Learning will consist of two parts:

- A log of those tasks and activities which have been undertaken in the workplace which are related to the course outcomes
- A reflective and self-descriptive **journal** of learning related to the course outcomes which have developed from the on-the-job training component of the school-based apprenticeship or traineeship.

Please note: **This is not a course students can freely select – this course can only be undertaken after being interviewed by the The Entrance Campus Careers Adviser and a Deputy Principal.**

## MARINE STUDIES

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** Science

### Description:

Marine Studies involves the study of marine ecosystems, how we interact with the marine environment and opportunities for employment in the marine industry. Students will study a range of options which may include: Commercial and Recreational Fishing, the Marine Aquarium, Seafood Cookery and Skin Diving and Diving Science.

### Assessment:

Students will demonstrate their learning through a range of assessment tasks which include research and presentation tasks, practical investigation and written examinations.

### Additional Information:

Students may have the opportunity to construct an aquarium, go fishing, go snorkelling, visit the Sydney Boat Show, visit the Sydney Aquarium as well as prepare and cook seafood.

## PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** CAPA

### Description:

This course in Photography will allow students to:

- Increase visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings.
- Develop an understanding of the methods photographers use to build meanings.
- Develop skills through the acquisition of the techniques of Photography.
- Use Photography as a means of visual communication and a process to aid observation and analysis.
- Gain an understanding of careers involving Photography.

### Assessment:

This course is weighted 70% Practical and 30% Critical and Historical Studies. All assessment tasks have a practical review of a student's 'Body of Work' in addition to a theory component. This includes Work Health and Safety assessments.

**Course Fees:** Course fees of **\$120.00 per year** are applicable to cover the costs of materials. Excursion costs are in addition to these annual fees.

## SPORT, LIFESTYLE AND RECREATION STUDIES

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** PDHPE

### Description:

Students will learn about the importance of a healthy lifestyle and recognise the need to be active, responsible and informed decision-makers. This course encourages students to continue to develop their knowledge, skills, understanding and practical participation in sport, a healthy lifestyle and recreation in everyday life.

Students may study from a range of modules including First Aid and Sports Injuries, Sports Coaching and Training, Sports Administration, Outdoor Recreation, Fitness, Aquatics, Dance and a wide range of individual and team sports.

### Assessment:

A variety of assessment types are included in this course. These include practical and theory based assessment. Students will be required to present warm-up activities, skill drills and coaching sessions. **In addition, there will be events throughout the course which students will be required to organise and administer such as swimming, athletics and cross country carnivals.**

### Additional Information:

This course is for students who enjoy active participation in all forms of physical activity. The course requires students to be prepared for practical participation three times per week. One lesson per week is devoted to the theory aspects of the course and is a mandatory component of the course. Students wishing to pursue careers in health, leisure, recreation, sport, coaching and fitness are suited to this course.

**Course Fees:** \$70 Compulsory SLR Uniform (available at Lowes, Bay Village).  
Green top / black shorts.

## SPORT, LIFESTYLE AND RECREATION STUDIES – GIRLS ONLY

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** PDHPE

### **Description:**

Students will learn about the importance of a healthy lifestyle and recognise the need to be active, responsible and informed decision-makers. This course encourages students to continue to develop their knowledge, skills, understanding and practical participation in sport, a healthy lifestyle and recreation in everyday life.

Students may study from a range of modules including First Aid and Sports Injuries, Sports Coaching and Training, Sports Administration, Outdoor Recreation, Fitness, Aquatics, Dance and a wide range of individual and team sports.

### **Assessment:**

A variety of assessment types are included in this course. These include practical and theory based assessment. Students will be required to present warm-up activities, skill drills and coaching sessions. **In addition, there will be events throughout the course which students will be required to organise and administer such as swimming, athletics and cross country carnivals.**

### **Additional Information:**

This will be a girls only class which will allow female students the opportunity to enjoy and participate in sport, leisure and recreational pursuits in a non-threatening environment, catering for individual differences in a unique girls only programme.

This course is for students who enjoy active participation in all forms of physical activity. The course requires students to be prepared for practical participation three times per week. One lesson per week is devoted to the theory aspects of the course and is a mandatory component of the course. Students wishing to pursue careers in health, leisure, recreation, sport, coaching and fitness are suited to this course.

**Course Fees:**        \$70 Compulsory SLR Uniform (available at Lowes, Bay Village).  
Green top / black shorts.

## WORK STUDIES

**ATAR:** No    **Number of Units:** 2    **Category:** Non-ATAR    **Faculty:** TAS

### **Description:**

This course covers a wide range of knowledge and skills that are needed to be successful in employment and the workplace. Students learn about work, work organisation, job seeking and interviews, legal issues, budgeting, wages and union membership. There is also the opportunity to do work experience if desired.

Work Studies is very suitable for students who want to get a job as soon as possible as it will assist them in this process and increase their understanding of the workplace.

### **Assessment:**

A variety of strategies will be used, including resume development, projects, research tasks, interviewing skills communication activities.

### **Additional Information:**

This course is only available to students who are genuinely interested in developing work related skills. This course is a ONE Year course and will only run in Year 11.

<p>Course: <b>Furniture Making Pathways</b> (120 or 180 indicative hours) Board Endorsed Course No: <b>65636 (180 Hour) 65635 (120 Hour)</b></p>		<p>Total 2 or 3 units of credit x 1 year – Preliminary /or HSC This course does not contribute to the Australian Tertiary Admission Rank (ATAR) 120 Hour / Possible Statement of Attainment towards Certificate II 180 Hour / Possible Certificate II</p>	
<p>The <b>MSF20516 Certificate II in Furniture Making Pathways</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation. <b>5 Core units and 7 Elective units</b></p>			
<p>By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>MSF - Furnishing</b> Training Package (Release 3.1) (<a href="https://training.gov.au/Training/Details/MSF">https://training.gov.au/Training/Details/MSF</a>). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.</p>			
<p><b>MSF20516 Certificate II in Furniture Making Pathways</b></p>		<p><b>Units of Competency</b></p>	
<p><b>Units required to attain 120 hour course</b></p> <p><b>Core</b> MSMPC1103 Demonstrate care and apply safe work practices at work MSFGN2001 Make measurements and calculations MSFFP2001 Undertake a basic furniture making project</p> <p><b>Electives</b> MSFFP2004 Apply domestic surface coatings (Group A) MSFFP2005 Join furnishing materials (Group A) MSFFP2006 Make simple timber joints (Group A) MSFFP2003 Prepare surfaces (Group A)</p>		<p><b>Additional units required to attain 180 hour course</b></p> <p><b>Core</b> MSMENV272 Participate in environmentally sustainable work practices MSFFP2002 Develop a career plan for the furnishing industry</p> <p><b>Electives</b> MSFFM2001 Use furniture making sector hand and power tools (Group A) MSFFM2002 Assemble furnishing components (Group A) MSMSUP106 Work in a team (Group B)</p>	
<p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.</p>			
<p><b>Pathways to Industry</b> Skills gained in this course transfer to other occupations. Working in the Furniture Making industry involves:</p>			
<p>Students concentrating on developing a range of fundamental skills required to prepare them to work effectively in an environment where timber and timber technologies are used. This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the furnishings and light manufacturing industry</p>			
<p><b>Examples of occupations in the Furniture Making industry</b></p>			
Assistant cabinet maker	Furniture making factory worker	Furniture making labourer	
<p><b>Admission Requirements</b> To enrol in <b>MSF20516 Certificate II in Furniture Making Pathways</b>, students should be interested in working in a Furniture Making environment. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.</p>			
<p><b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor</p> <p><b>Complaints and Appeals.</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.</p> <p><b>External Assessment</b> There is no Higher School Certificate (HSC) examination for the Furniture Making Pathways course.</p>			
<p><b>Course consumables: \$40.00. Students must wear fully enclosed boots</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i></p> <p><b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i></p>			
<p><b>A school-based traineeship</b> is available in this course. For more information contact the school's Careers Adviser.</p>			
<p><b>Exclusions:</b> VET course exclusions can be confirmed with the school.</p>			



Course: <b>Music Industry</b> (240 indicative hours) Board Endorsed Course Number: <b>65169</b>		Total of 4 units of credit – Preliminary and/or HSC. This course does not contribute to an Australian Tertiary Admission Rank (ATAR)	
The <b>CUA30915 Certificate III in Music Industry</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>CUA Creative Arts &amp; Culture</b> Training Package (Release 3.0) ( <a href="https://training.gov.au/Training/Details/CUA">https://training.gov.au/Training/Details/CUA</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
<b>CUA30915 Certificate III in Music Industry</b>		<b>Units of Competency</b>	
<b>4 Core</b>		<b>7 Electives</b>	
BSBWHS201	Contribute to health and safety of self and others	CUAMCP301	Compose simple songs or musical pieces (Group A)
CUACMP301	Implement copyright arrangements	CUAMCP303	Develop simple musical pieces using electronic media (Group A)
CUAIND303	Work effectively in the music industry	CUAMPF302	Prepare for performances (Group A)
CUAMLT302	Apply knowledge of style and genre to music industry practices	CUAMPF303	Contribute to backup accompaniment (Group A)
		CUAMPF304	Make a music demo (Group A)
		CUAMPF305	Develop improvisation skills (Group A)
		CUASOU301	Undertake live audio operations
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
<b>Pathways to Industry</b>			
Skills gained in this course transfer to other occupations. Working in the Music industry involves:			
Music performance, staging and recording identifying and selecting appropriate instruments, equipment and communicating with clients and performers. This course is for students who wish to develop knowledge and skills to commence a career and be an effective employee in the music industry.			
<b>Examples of occupations in the Music industry</b>			
▪ Band member / Musician	▪ Music industry worker e.g. music retail assistant	▪ Musician (instrumental)	
<b>Mandatory course requirements to attain an HSC credential in this course</b>			
Students must complete 240 Indicative hours of course work. Work placement is strongly recommended.			
<b>Admission Requirements</b>			
To enrol in <b>CUA30915 Certificate III in Music Industry</b> , students should be interested in working in a Music Industry environment. They should be able to lift and carry equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities, and assignments.			
<b>Competency-Based Assessment</b>			
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>External Assessment</b>			
There is no Higher School Certificate (HSC) examination for the Music Industry course.			
<b>Course consumables: \$60.00 each year</b>			
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			

Course: <b>Visual Arts</b> (240 indicative hours) Board Endorsed Course Number: <b>43763</b>		Total of 4 units of credit – Preliminary and/or HSC. This course does not contribute to the Australian Tertiary Admission Rank (ATAR)	
The <b>CUA31115 Certificate III in Visual Arts</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>CUA Creative Arts and Culture</b> Training Package (Release 3.0) ( <a href="https://training.gov.au/Training/Details/CUA">https://training.gov.au/Training/Details/CUA</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
<b>CUA Creative Arts and Culture</b>		<b>Units of Competency</b>	
<b>4 Core</b> BSBWHS201 Contribute to health and safety of self and others CUAACD201 Develop drawing skills to communicate ideas CUAPPR301 Produce creative work CUARES301 Apply knowledge of history and theory to own arts practice  <b>8 Electives</b> CUAPAI301 Produce Paintings (Group A) CUADRA301 Produce Drawings (Group A) CUASCU301 Produce Sculpture (Group A)		CUAPHI305 Use wet darkroom techniques to produce monochrome photographs (Group A) CUADIG303 Produce and prepare photo images (Group A) CUAPHI302 Capture photographic images (Group A) CUAPPR302 Document the creative work progress (Group A)  <b>Additional units required to attain an HSC credential in this course : Select one only</b> CUAPRI301 Produce prints (Group A) CUADIG305 Produce digital images (Group A)	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
<b>Pathways to Industry</b>			
Skills gained in this course transfer to other occupations. Working in the Visual Arts industry involves:			
Applying techniques to produce various arts and crafts, identifying and selecting appropriate art and craft materials communicating with clients and suppliers, occupational health and safety.			
<b>Examples of occupations in the Visual Arts industry</b>			
Painter (Visual Arts or Artistic)	Potter or Ceramic Artist	Sculptor	
<b>Mandatory course requirements to attain an HSC credential in this course</b>			
Students must complete 240 indicative hours of course work. Work placement is strongly recommended.			
<b>Admission Requirements</b>			
To enrol in <b>CUA31115 Certificate III in Visual Arts</b> , students should be interested in working towards developing a range of Visual Arts skills and who take responsibility for own outputs in work and learning. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-school events and functions. There will be out of class homework, research activities, and assignments.			
<b>Competency-Based Assessment</b>			
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>External Assessment</b>			
There is no Higher School Certificate (HSC) examination for the Visual Arts course.			
<b>Course consumables: \$80.00 each year</b>			
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship</b> information is available from <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			



Course: <b>Entertainment Industry Specialisation</b> (60 indicative hours) Board Developed Course Number: <b>26403</b>		Total of 1 unit of credit – HSC
The <b>CUA30415 Certificate III in Live Production and Services</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.		
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the CUA Creative Arts and Culture Training Package (Release 3.0) ( <a href="https://training.gov.au/Training/Details/CUA">https://training.gov.au/Training/Details/CUA</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.		
<b>CUA30415 Certificate III in Live Production and Services</b>		
This specialisation course maybe available for students <b>in the HSC year of study only</b> . Students must be deemed competent in all units of competency from the Preliminary and HSC course as well as the HSC units of competency in the specialisation course listed below, to gain a full qualification CUA30415 Certificate III in Live Production and Services.		
<b>Core</b>	BSBWOR301	Organise personal work priorities and development
<b>Core</b>	CUAPPR304	Participate in collaborative creative projects
<b>Elective</b>	CUALGT304	Install and operate follow spots Group A
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted		
<b>Pathways to Industry</b> Skills gained in this course transfer to other occupations. Working in the entertainment industry involves:		
<ul style="list-style-type: none"> <li>▪ Lighting and sound operations</li> <li>▪ Audio visual operations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Set and props construction and staging</li> <li>▪ Creative projects</li> </ul>	
<b>Examples of occupations in the Entertainment Industry</b>		
<ul style="list-style-type: none"> <li>▪ Technical Assistant (Productions)</li> <li>▪ Sound Technician</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assistant venue technician</li> <li>▪ Follow spot operator</li> </ul>	<ul style="list-style-type: none"> <li>▪ Special Effects Assistant</li> </ul>
<b>Mandatory course requirements to attain an HSC credential in this course</b> Students do not have to complete any additional work placement hours.		
<b>Admission Requirements</b> To enrol in <b>CUA30415 Certificate III in Live Production</b> , students who are interested in lighting, sound, staging, set design and dealing with patrons would be suited to this course. Prior to enrolment, students will be advised individually of their suitability. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, assignments and students will be involved in performances and productions.		
<b>Competency-Based Assessment:</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units of competency.		
<b>Complaints and Appeals:</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.		
<b>Course consumables: \$20</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>		
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>		
<b>A school-based traineeship</b> is available in this course. For more information, contact the school's Careers Adviser.		
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.		

## Link to course syllabuses on the NESAs website

[www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

### 1. YEAR 11 - YEAR 12

The screenshot shows the NSW Education Standards Authority website. The logo is in the top left, and a search bar is in the top right. The main navigation menu includes 'KINDERGARTEN - YEAR 10', 'YEAR 11 - YEAR 12' (highlighted), 'TEACHER ACCREDITATION', 'REGULATION', and 'ABOUT'. A 'LOG IN' link is also present. Below the navigation, there are five columns of links: 'Learning areas' (English, Mathematics, Science, Technology, HSIE, Creative Arts, PDHPE, Languages, VET), 'HSC' (About, Subject selection, Key dates and exams timetables, Exam advice and resources, Rules and processes, HSC: All My Own Work, Disability provisions, Results and certificates), 'Learning school' (Literacy and numeracy tests, Record of School Achievement, Extra-curricular activities), 'Understanding the curriculum' (NSW curriculum and syllabuses, Syllabuses A-Z, Curriculum development, Awarding Grades, Resources), and 'Diversity in learning' (Special education, Gifted and talented, English as an additional language or dialect). A 'Find out more' link is at the bottom left of the content area.

### 2. Click on “Learning Areas” – to get more information about any course

The screenshot shows the 'English Stage 6' page on the NESAs website. The navigation menu is the same as in the previous screenshot. The breadcrumb trail reads: 'NESAs home > Year 11 - Year 12 > Learning areas > English'. On the left, there is a 'Learning areas' sidebar with a list of subjects: English (highlighted), Mathematics, Science, Technology, HSIE, Creative Arts, PDHPE, Languages, and VET. The main content area features the heading 'ENGLISH STAGE 6' and the text: 'View the syllabus, examination and assessment materials, and other support materials for the following courses (on the BOSTES website)'. Below this is the heading 'Board Developed Courses' followed by a list of links: English, HSC English Extension 1, HSC English Extension 2, English as a Second Language, and Fundamentals of English.

3. Click on a learning area (eg Creative Arts)

The screenshot shows the NESA website navigation bar with 'YEAR 11 – YEAR 12' selected. The breadcrumb trail is 'NESA home > Year 11 – Year 12 > Learning areas > Creative Arts'. On the left, a 'Learning areas' sidebar lists English, Mathematics, Science, Technology, HSIE, Creative Arts (highlighted), PDHPE, Languages, and VET. The main content area is titled 'CREATIVE ARTS STAGE 6' and includes the text: 'View the syllabus, examination and assessment materials, and other support materials for the following courses (on the BOSTES website)'. Below this is a section for 'Board Developed Courses' with a list: Dance, Drama, Music 1, Music 2 and Music Extension, and Visual Arts. A link for 'See course descriptions.' is also present.

4. Click on a course (eg Visual Arts)

The screenshot shows the NSW Government website with the breadcrumb trail 'Home > Syllabuses > Senior Years (11-12) Syllabuses > Visual Arts'. The page title is 'Visual Arts'. A sidebar on the left contains various navigation links. The main content area is titled 'Syllabus' and features two columns of information. The left column is for the '2017 HSC examination' and includes a link for 'Visual Arts Syllabus (content unchanged)' updated in August 2013, with a note that it is also available in Word format. The right column is for the '2018 HSC examination and beyond' and includes a link for 'amended Visual Arts Syllabus' published in October 2016, also available in Word format. Below this is a link for 'Summary of Amendments to the Visual Arts Stage 6 Syllabus' published in October 2016, and a link for 'Visual Arts Stage 6 Syllabus Draft Amendments Consultation Report' published in October 2016.

5. Click on Syllabus (eg Visual Arts syllabus)



## Visual Arts

### Stage 6 Syllabus

6. Look at the “Course Structure” (eg Visual Arts)

#### 6 Course Structure

Rationale, Aim, Objectives	
<b>PRELIMINARY COURSE</b> 120 hours (indicative)	<b>HSC COURSE</b> 120 hours (indicative)
<b>Outcomes</b>	<b>Outcomes</b>
<p><b>Content</b></p>	<p><b>Content</b></p>
<p><b>Course Requirements</b></p> <p>A focus on the key components and concepts that need to be known in the visual arts through:</p> <ul style="list-style-type: none"> <li>the content of practice, conceptual framework, frames</li> <li>making artworks in at least 2 forms</li> <li>use of a process diary</li> <li>broad investigation of ideas in art criticism and art history</li> </ul>	<p><b>Course Requirements</b></p> <p>A focus on more interpretive investigations and relationships through:</p> <ul style="list-style-type: none"> <li>the content of practice, conceptual framework, frames</li> <li>the development of a body of work</li> <li>use of a process diary</li> <li>investigation of content through at least 5 case studies in art criticism and art history</li> </ul>
<p><b>Assessment</b></p> <p><b>School-based assessment:</b> artmaking (50%) art criticism and art history (50%)</p>	<p><b>Assessment</b></p> <p><b>School-based assessment:</b> development of the body of work (50%) art criticism and art history (50%)</p> <p><b>External examination:</b> submission of a body of work (50%) and written paper (50%)</p>

# YEAR 11 2019 COURSE SELECTIONS

This selection indicates the range of courses that you would like to study. Your final pattern of study will be determined from the course choice of ALL students attending Year 11 at The Entrance Campus.

**Student Name:** \_\_\_\_\_ **Gender:**  M  F

**Parent Email Address:** \_\_\_\_\_ **First in family to complete HSC?**  Y  N

**Parent Mobile Phone:** \_\_\_\_\_ **Home Phone:** \_\_\_\_\_

**Current School:**  BVC  TUC  Other: \_\_\_\_\_

**Enrolling in Year 11 at The Entrance Campus:**  YES  NO  NOT SURE

**Please circle your intended PATHWAY at The Entrance Campus – This will help with choosing appropriate courses–PATHWAY descriptions can be found on page 2 of the Course Selection booklet.**

PLATINUM	MY HSC	TRADE TRAINING	TAILORED
UNIVERSITY	VOCATIONAL	F2E	UNSURE

**Future career path:** \_\_\_\_\_

**IMPORTANT – Circle your preference for English and choose at least 6 more courses listed in the table. (Note: preferences 7 and 8 are reserves so put your courses in your order of preference).**

Pref	Course	BDC Board Developed Course	BEC Board Endorsed Course	Category A or B	Units	Further Discussion Needed
1	<b>ENGLISH</b> Standard / Advanced / Studies	✓		A	2	
2						
3						
4						
5						
6						
7						
8						

**BVC/TUC Interview by:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**ATAR**  Y  N **Applying for University at completion of HSC?**  Y  N

**Current part-time job?**  Y  N **Employer:** \_\_\_\_\_

**Student signature:** \_\_\_\_\_ **Parent Signature:** \_\_\_\_\_

**TEC Interview by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Notes:</b>			
<b>For Office Use:</b>	<b>Date received:</b>	<b>Date entered:</b>	<b>Initials:</b>