



STAGE 6
COURSE SELECTIONS
2018 – Preliminary Course
2019 – HSC Course

*Tamworth High School is an inclusive centre of innovation,
creativity and excellence.*

PRINCIPAL'S MESSAGE

Welcome to the Senior School at Tamworth High School.

Years 11 and 12 (Stage 6) are the culmination of 13 years of schooling. Congratulations! The next two years will be challenging and yet very exciting and rewarding. During this time you will make the transition from the relatively secure and comfortable school environment to the wider community.

As a student in the senior years, you can expect to experience more flexibility with your studies and several privileges not available before now. However, with this also comes increased responsibility. To succeed at a high level, each student in Years 11 and 12 must either have, or quickly develop, independent learning skills. Thus, you must be able to organise yourself, allocate time appropriately to study and follow other personal pursuits, while at the same time setting and achieving goals.

All staff at Tamworth High School are committed and dedicated to ensuring that you achieve your goals and dreams. To this end you will be a part of a supportive and encouraging environment. The smaller class sizes assist with the establishment of this atmosphere and you will find staff happy to go out of their way to offer increased assistance and help – such as extra tuition outside school hours. Staff at Tamworth High School also strive to develop and cultivate exam techniques to ensure the highest possible results in the Higher School Certificate.

We wish you well in your senior years at Tamworth High School.

Daniel Wilson
Principal

KEY PERSONNEL

Principal
Deputy Principals

Year 11 Adviser 2018
Careers Adviser
Head Teacher English
Head Teacher Mathematics
Head Teacher Science
Head Teacher HSIE
Head Teacher TAS
Head Teacher Creative and Performing Arts
Head Teacher Support
Head Teacher Student Wellbeing
Head Teacher Secondary Studies (PDHPE)
Head Teacher Administration

Daniel Wilson
Dale Rands
Lyn Thomas
Michael VanDoesburg
Kate Daley
Richard Sowden
Karen Nelson
James Ewin
Karen Veness
Andrew Urquhart
Sam Langston
Cristine O'Connell
Venessa Penberthy
Nina Russell
Wendy Barnett

SENIOR YEARS OF SCHOOLING AT TAMWORTH HIGH SCHOOL

Year 10 marks an important stage for all students. It is the year when students need to give serious thought to their future. In recent years, there have been changes to the rules regarding school leaving age, the details of which are outlined later in this booklet. Essentially, students in year 10 have several post-compulsory education options to choose from:

- Continue with their studies into years 11 & 12
- Continue their education in other educational settings, or
- Transition into the workforce.

When a student decides to remain at school and continue with their education, the subject selection process becomes extremely important. Students are advised to choose subjects that;

- they are genuinely interested in and enjoy studying, and;
- that suits their ability level, thus ensuring success and making school life more rewarding.

Furthermore, students must consider what they intend to do after leaving school. The correct selection of subjects is necessary regardless of what post-school pathway is planned whether it is qualifying for university, moving directly into employment, or pursuing further study at other tertiary institutions. Students are strongly advised to talk to their teachers, family members and other senior students studying the courses of interest.

This booklet has been designed to help students choose an appropriate program of study at Tamworth High School. All courses in the senior years of schooling require effort in class work, homework and study. There are NO easy courses.

Students will be surveyed to gather data that will guide the development of the 2018 subject lines. This two-stage process is clearly outlined elsewhere in this booklet. Unfortunately, not all courses in this book will be able to operate in 2018. Tamworth High School will do its best to accommodate student choices, but as in all schools, courses can only be run when there are sufficient numbers of students to form and operate a class.

Once the subject selection process is commenced, students will then be asked to attend a counselling session to ensure that their choices are appropriate for their abilities, interests and needs for their career choices. Students should keep a take a copy of their Subject Selection Choices, for their own records.

In addition to a more comprehensive subject selection process, senior students enjoy significant privileges and responsibilities. A new Senior Learning Policy has been introduced at Tamworth High School that provides clear guidelines for senior students with regard to:

- academic progress;
- attendance patterns
- use of study periods
- appropriate behaviour

It should also be noted that for many courses, fees apply to cover the costs of the wide range of materials and resources used by students throughout the years. By selecting certain courses, students are electing to pay the associated fee. The fee payment process commences later in the year, soon after the subject selection process has concluded.

IMPORTANT DATES FOR YEAR 10 STUDENTS

SUBJECT SELECTION YEAR 11 - 2018	
Wednesday 26 July 2017	YEAR 11 2018 SUBJECT MARKET AND INFORMATION EVENING in the Tamworth High School Concert Hall commencing 6.00PM Staff will outline procedures and policies for the senior curriculum at Tamworth High School. Faculty staff will be available to provide detailed information regarding various courses and Higher School Certificate options. The Subject Selection booklet and Subject Survey will be released at this meeting.
Wednesday 09 August 2017	DUE DATE FOR RETURN OF SUBJECT SURVEYS STUDENT ADMINISTRATION OFFICE (SAO) 9.00AM The subject survey that is distributed with the subject selection booklet is used to guide the development of the Year 11 subject lines for 2018. <i>Late returns may not be considered.</i>
Wednesday 16 August 2017	FINAL SUBJECT SELECTION FORM DISTRIBUTED TO STUDENTS
Wednesday 6 September 2017	DUE DATE FOR RETURN OF SUBJECT SELECTION FORMS STUDENT ADMINISTRATION OFFICE (SAO) FROM 9.00AM Students should seek advice if they are experiencing any form of difficulty with this process prior to this date. All students will be interviewed to verify subject selections once processed.

SCHOOL LEAVING AGE RULES

There are two phases of enrolment, a compulsory phase until the completion of Year 10 and a participation phase up until age 17. The legislation applies to every young person in New South Wales whether they attend a government school, Catholic school, independent school or are home-schooled.

Students in the first instance generally stay at school until the completion of Year 10. In the next participation phase there are a number of options.

A young person could be:

- Enrolled in a secondary school;
- Completing a training course at TAFE NSW;
- Undertaking an apprenticeship or traineeship;
- Enrolled in a training course with a private training organisation: or
- Participating in some combination of the above.
- Working full time

Full-time employment (for an average of 25 hours or more per week) is recognised as a legitimate alternative at the post-compulsory phase, that is, after the completion of Year 10. Part-time employment is not recognised as an automatic exemption from school but it could be included as part of a mix of employment and education or training to make up a full-time load.

COURSES OFFERED AT TAMWORTH HIGH SCHOOL STAGE 6 2017

The following courses will be offered, however, only those courses attracting sufficient student numbers will operate in 2018.

Compulsory Courses

All students must select one English course. This can be either:

- English – Advanced (ATAR)
- English – Standard (ATAR)
- English Studies (ATAR)

2 Unit NSW Education Standards Authority Developed Courses

Aboriginal Studies	Agriculture
Ancient History	Biology
Business Studies	Chemistry
Community and Family Studies	Dance
Design and Technology	Drama
Economics	Food Technology
French Beginners	Geography
Industrial Technology (Metal)	Industrial Technology (Multi-Media)
Industrial Technology (Timber)	Information Processes and Technology
Legal Studies	Mathematics
Mathematics – Standard	Modern History
Music (1)	Music (2)
Personal Development, Health & Physical Education	Physics
Investigating Science	Society and Culture
Studies of Religion (2 Unit)	Visual Arts

1 Unit NSW Education Standards Authority Developed Courses

English Extension 1	English Extension 2
Mathematics Extension 1	
Studies of Religion (1 unit)	

2 Unit NSW Education Standards Authority Developed Vocational Education and Training (VET)

Business Services	Construction
Hospitality Operations	Information & Digital Technology
Retail Services	

NSW Education Standards Authority Endorsed Courses

Exploring Early Childhood	Photography, Video and Digital Imaging
Sport, Lifestyle and Recreation Studies	
Visual Design	

TVET Courses Framework and Non-Framework

Aeroskills Mechanical	Animal Studies
Automotive Vocational Preparation Paint/Panel	Automotive Vocational Preparation
Community Services	Electrotechnology
Fitness	Hairdressing
Horse Industry Operations	Horticulture (Landscaping)
Human Services – Nursing	Plumbing
Property Services	Tourism

Courses listed above are subject to change at this date. Please refer to TAFE Handbook for update on this list

WHAT TYPES OF COURSES CAN I SELECT?

There are different types of courses that you can select in Years 11 and 12.

- **NSW Education Standards Authority Developed Courses.**

These courses are developed by NSW Education Standards Authority. They are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR – formerly UAI).

- **NSW Education Standards Authority Endorsed Courses.**

There are two main types of NSW Education Standards Authority Endorsed Courses:-

- **Content Endorsed Courses (CECs)** have syllabuses endorsed by NSW Education Standards Authority to cater for areas of special interest not covered in the NSW Education Standards Authority Developed Courses.
- **School Designed Courses (SDCs)** designed to meet student needs and approved by NSW Education Standards Authority

Some NSW Education Standards Authority Endorsed Courses are one-year only courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all NSW Education Standards Authority Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. NSW Education Standards Authority Endorsed Courses do not count in the calculation of the ATAR.

- **Vocational Education and Training (VET) Courses – either NSW Education Standards Authority Developed (Framework) or NSW Education Standards Authority Endorsed (Non-Framework):**

- **Vocational Education and Training (VET)** courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

- **Life Skills Courses as part of a Special Program of Study.**

Stage 6 (Years 11 and 12) Life Skills courses are available for students following a Special Program of Study for the Higher School Certificate.

WHAT ARE UNITS?

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

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 units	= 4 hours per week (approximately 120 hours per year)
	= 100 marks

The following is a guideline to help you understand the pattern of courses.

2 UNIT COURSE

- This is the basic structure for all courses.

EXTENSION COURSE

- Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.
- English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 UNIT COURSE

- Studies of Religion can be undertaken as either a 1 unit or a 2 unit course.
- There are a number of 1 unit NSW Education Standards Authority Endorsed Courses. These courses do not count in the ATAR.

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- students must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
 - at least 6 units from NSW Education Standards Authority Developed Courses including at least 2 units of a NSW Education Standards Authority Developed Course in English
 - at least three courses of 2 units value or greater
 - at least four subjects
- at most 6 units of courses in Science can contribute to Higher School Certificate eligibility.
- students must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- students must have sat for and made a serious attempt at the required Higher School Certificate examinations.

ADDITIONAL INFORMATION:

- For students wishing to undertake courses offered at TAFE a **minimum of ten (10) units must be studied at Tamworth High School**. This strategy enables the school to ensure all HSC candidates qualify under NSW Education Standards Authority rules throughout the HSC.
- The NSW Education Standards Authority publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students 2011*, contains all the HSC rules and requirements you will need to know.
- If you wish to receive the Australian Tertiary Admission Rank (ATAR – formerly UAI), students must study a minimum of 10 NSW Education Standards Authority Developed units in the HSC Course. The booklet, *University Entry Requirements 2017 Year 10 Booklet*, contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from NSW Education Standards Authority Endorsed Courses once you have studied six units from NSW Education Standards Authority Developed Courses.
- Other information of the Higher School Certificate reporting can be found in the leaflet *The New Higher School Certificate*.

Additional information about courses and the new HSC is available on the NSW Education Standards Authority Website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

SCHOOL CONTRIBUTIONS

General school contribution for Year 11 2018 will be \$90.00

We encourage the payment of the School Contribution, which covers a range of services for students and all paper for photocopying.

When students choose a course with subject fees they are agreeing to pay all costs associated with the subject. This includes a course fee plus the costs of all materials to complete the course.

Families who have difficulty in paying these costs may arrange to pay in instalments or seek help via the Student Assistance Scheme. Please enquire at the Front Office for an application form. Your request will be completely confidential.

SUBJECT CONTRIBUTIONS

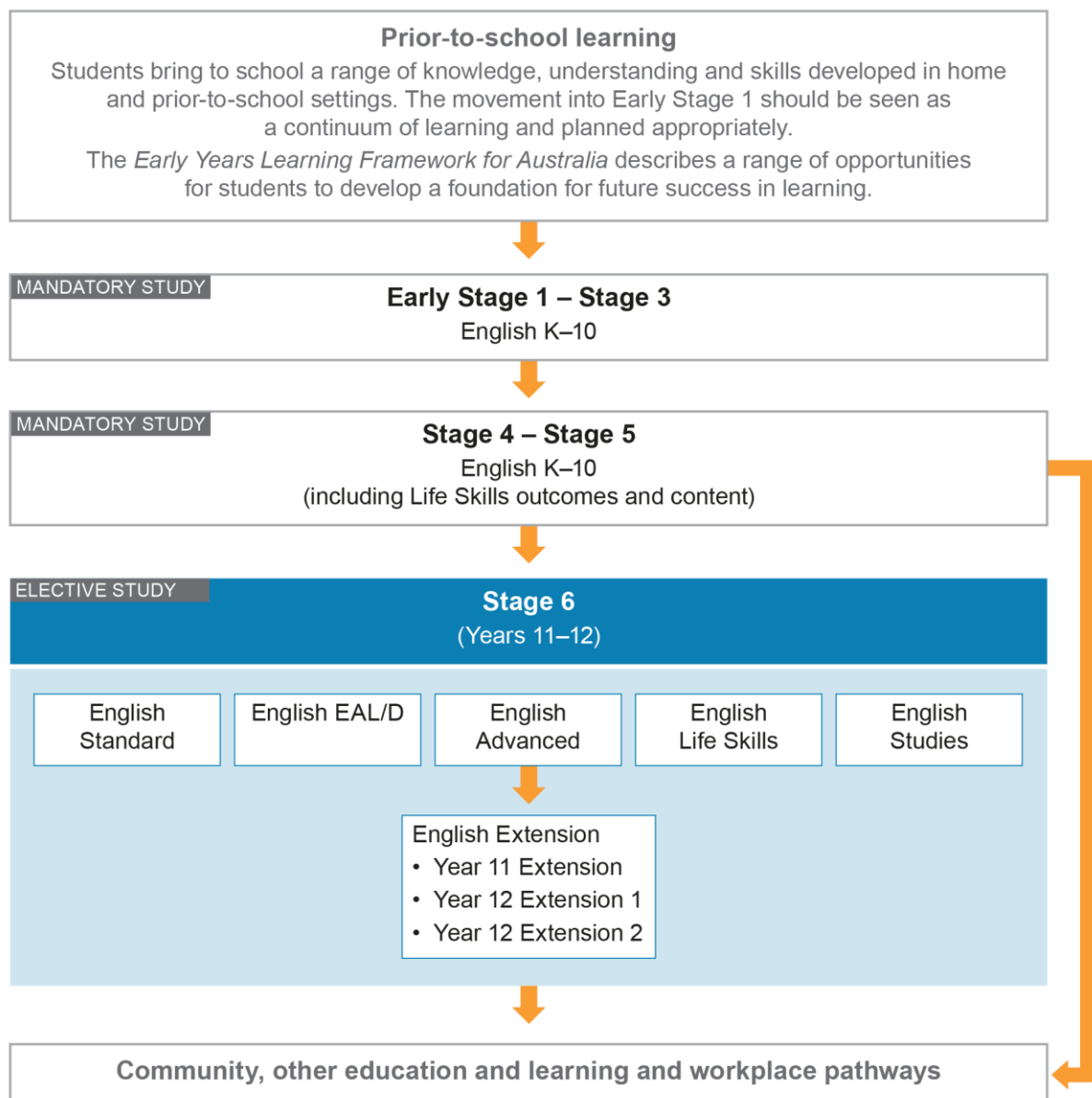
Subject	Annual Costs
Aboriginal Studies	Nil
Agriculture	\$40.00
Ancient History	Nil
Biology	Nil
Business Studies	Nil
Chemistry	Nil
Community and Family Studies	Nil
Dance	Nil
Design and Technology	\$60.00
Drama	\$30.00
Economics	Nil
English - Advanced	Nil
English – Standard	Nil
English Studies	Nil
Food Technology	\$80.00
French Beginners	Nil
Geography	Nil
Industrial Technology (Metal)	\$60.00
Industrial Technology (Multi-Media)	\$10.00
Industrial Technology (Timber)	\$60.00
Information Processes and Technology	Nil
Investigating Science	
Legal Studies	Nil
Mathematics -Standard	text book levy of \$5.00
Mathematics Extension 1	Nil
Mathematics	text book levy of \$5.00
Modern History	Nil
Music 1	Nil
Music 2	Nil
PDHPE	\$100.00 (First Aid Course)
Physics	Nil
Society and Culture	Nil
Studies of Religion (1 Unit)	Nil
Studies of Religion (2 Unit)	Nil
Visual Arts	\$60.00
Business Services	Nil
Construction	\$60.00
Hospitality Operations	\$110.00
Information & Digital Technology	Nil
Retail Services	Nil
Exploring Early Childhood	\$30.00
Photography, Video and Digital Imaging	\$40.00
Sport, Lifestyle and Recreational Studies	Nil
Visual Design	\$60
Life Skills Units	Nil

Tamworth High School

Course Descriptions

Preliminary and HSC English 2018 onwards

As of 2018 a new Preliminary HSC and HSC pattern of study will commence. The most notable changes are that all courses (including English Studies) can contribute towards the award of an ATAR. In Term 1 all Year 11 students will commence the **Common Module - Reading To Write**. In late term 1 each student will be placed in an Advanced, Standard or Studies class according to their interests and abilities.



2 Unit Advanced English (Preliminary HSC and HSC course)

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

Year 11 Course Structure and Requirements

Year 11 course (120 hours)	English Advanced	Indicative hours
	Common module: Reading to Write	40
	Module A: Narratives that Shape our World	40
	Module B: Critical Study of Literature	40
Text requirements	There are no prescribed texts for Year 11. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.	

For the **Year 11 English Advanced** course students are required to:

- complete 120 indicative hours
- complete the common module as the first unit of work
- complete modules A and B.

Across Stage 6 the selection of texts **must** give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Year 12 Course Structure and Requirements

	English Advanced	Indicative hours
Year 12 course (120 hours)	Common module: Texts and Human Experiences	30
	Module A: Textual Conversations	30
	Module B: Critical Study of Literature	30
	Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B	30
Text requirements	<p>Students are required to closely study four prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • Shakespearean drama • prose fiction • poetry OR drama <p>The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.</p> <p>The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the common module: Texts and Human Experiences.</p>	

For the **Year 12 English Advanced** course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete the common module as the first unit of work
- complete modules A, B and C over the course.

Across Stage 6 the selection of texts **must** give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

2 Unit Standard English (Preliminary HSC and HSC course)

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provide students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives.

Year 11 Course Structure and Requirements

	English Standard	Indicative hours
Year 11 course (120 hours)	Common module – Reading to Write: Transition to Senior English	40
	Module A: Contemporary Possibilities	40
	Module B: Close Study of Literature	40
Text requirements	<p>There are no prescribed texts for Year 11.</p> <p>Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film.)</p> <p>Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.</p> <p>Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</p> <p>The Year 11 course requires students to support the study of texts with their own wide reading.</p>	

For the **Year 11 English Standard** course students are required to:

- complete 120 indicative hours
- complete the common module as the first unit of work
- complete Modules A and B.

Across Stage 6 the selection of texts **must** give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia

- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Year 12 Course Structure and Requirements

	English Standard	Indicative hours
Year 12 course (120 hours)	Common module – Texts and Human Experiences	30
	Module A: Language, Identity and Culture	30
	Module B: Close Study of Literature	30
	Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B	30
Text requirements	<p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • prose fiction • poetry OR drama • film OR media OR nonfiction <p>The selection of texts for <i>Module C: The Craft of Writing</i> does not contribute to the required pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the Common module: Texts and Human Experiences.</p>	

For the **Year 12 English Standard** course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete the common module as the first unit of work
- complete modules A, B and C over the course of the year.

Across Stage 6 the selection of texts **must** give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

2 Unit English Studies (Preliminary HSC and HSC course)

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing. Students refine these expressive language skills, responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts.

Students strengthen their ability to access and comprehend information, to assess its reliability, and to synthesise knowledge gained from a variety of sources. Through its structured and focused approach to responding to and composing texts, the English Studies course also provides students with opportunities to develop in and to appreciate the imaginative and affective spheres and to recognise how texts convey, interpret and reflect ways of thinking about oneself and the world.

The English Studies course also provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding and appreciating the variety of cultural heritages and differences that make up Australian and global societies. It also encourages the continued development of skills in literacy, individual and collaborative processes and reflective learning. Such skills form the basis of investigation and analysis required for the world of work, as well as post-school training and education.

Year 11 Course Structure and Requirements

	English Studies	Indicative hours
Year 11 course (120 hours)	Mandatory module – Achieving through English: English in education, work and community	30–40 hours
	An additional 2–4 modules to be studied	20–30 hours each
Text requirements	<p>In Year 11 students are required to:</p> <ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts including print and multimodal texts • study at least one substantial print text (for example a novel, biography or drama) • study at least one substantial multimodal text (for example film or a television series). <p>Across Stage 6 the selection of texts must give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> • reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia • Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives, popular and youth cultures • a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. 	
Additional requirements	<p>In Year 11 students are required to:</p> <ul style="list-style-type: none"> • be involved in planning, research and presentation activities as part of one individual and/or collaborative project • develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year • engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. 	

For the **Year 11 English Studies** course:

- students complete 120 indicative hours
- students study the mandatory module, Achieving through English: English in education, work and community
- students complete the mandatory module, Achieving Through English, as the first unit of work
- students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed), considering factors such as students' needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances
- school-designed modules should be based on the framework of the modules outlined in this syllabus.

Year 12 Course Structure and Requirements

	English Studies	Indicative hours
Year 12 course (120 hours)	Mandatory common module – Texts and Human Experiences	30 hours
	An additional 2–4 modules to be studied	20–45 hours each
Text requirements	<p>In both Year 11 and Year 12 students are required to:</p> <ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts including print and multimodal texts • study at least one substantial print text (for example a novel, biography or drama) • study at least one substantial multimodal text (for example film or a television series). <p>In Year 12 students will also be required to:</p> <ul style="list-style-type: none"> • study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences. <p>Across Stage 6 the selection of texts must give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> • reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia • Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives, popular and youth cultures • a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. 	
Additional requirements	<p>In Year 12 students are required to:</p> <ul style="list-style-type: none"> • be involved in planning, research and presentation activities as part of one individual and/or collaborative project • develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year • engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. 	

For the **Year 12 English Studies** course:

- students complete the Year 11 course as a prerequisite
- students complete 120 indicative hours
- complete the mandatory common module – Texts and human experiences as the first unit of work.
- students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed) considering factors such as students' needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances
- school-designed modules should be based on the framework of the modules outlined in this syllabus

Modules and Levels of Challenge

Elective modules may be studied in either the Year 11 **or** Year 12 course but it is expected that as students progress in English Studies there will be an increasing level of challenge. As students advance into the HSC course they should be presented with increased levels of conceptual and textual difficulty consistent with the progress in their learning.

The electives are able to be selected and then developed by teachers to allow for:

- their students' needs, interests, abilities, career aspirations and personal circumstances
- choice of approach
- choice of texts studied.

Mandatory Modules

- Year 11 – Achieving through English: English in education, work and community
- Year 12 – Common module: Texts and Human Experiences*

Elective Modules (Year 11 or Year 12)

- Module A – We are Australians: English in citizenship, community and cultural identity
- Module B – Telling us all about it: English and the media
- Module C – On the road: English and the experience of travel
- Module D – Digital Worlds: English and the Web
- Module E – Playing the Game: English in sport
- Module F – MiTunes and Text: English and the language of song
- Module G – Local Heroes: English and community life
- Module H – Part of a Family: English and family life
- Module I – Discovery and Investigations: English and the sciences
- Module J – In the Marketplace: English and the world of business
- Module K – The Big Screen: English in filmmaking
- Module L – Who do I think I am?: English and the self
- Module M – Landscapes of the Mind: English and the creative arts
- Module N – The Way we Were: English for exploring our past

* The inclusion of Texts and Human Experiences will require the study of one text from the Prescribed Text List.

English Extension 1

English Extension 1

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

English Extension 2

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.

Through the experimentation with and exploration of form, style and media students express complex concepts and values in innovative, insightful and powerful ways. The creative process involves the exploration and expression of complex human experiences, connects individuals to wider visions and perspectives, and enhances a student's enjoyment of literature and the aesthetics of language.

This course provides students with the opportunity to apply and extend research skills developed in the English Extension Year 11 course to their own extensive investigation and develop autonomy and skills as a learner and composer. English Extension 2 develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

The course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English.

Year 11 Course Structure and Requirements

Year 11 course (60 hours)	English Extension	Indicative hours
	Module: Texts, Culture and Value	40
	Related research project This project may be undertaken concurrently with the module	20
Text requirements	<p>Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures</p> <p>Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project</p>	

For the **Year 11 English Extension** course students are required to:

- complete 60 indicative hours
- undertake the common module
- undertake the related independent research project.

Across Stage 6 the selection of texts **should** give students experience of the following **as appropriate**:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Year 12 Course Structure and Requirements

Year 12 course (60 hours)	English Extension 1	Indicative hours
	Common module: Literary Worlds with ONE elective option	60
Text requirements	The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts Students are required to study at least TWO related texts	

Year 12 course (60 hours)	English Extension 2	Indicative hours
	The Composition Process Major Work Reflection Statement The Major Work Journal	60
Text requirements	Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement	

For the **Year 12 English Extension 1** course students are required to:

- complete the Year 11 English Extension course as a prerequisite
- complete 60 indicative hours
- undertake ONE elective option from the common module.

For the **Year 12 English Extension 2** course students are required to:

- be undertaking study of the Year 12 English Extension 1 course
- complete 60 indicative hours
- complete a Major Work and Reflection Statement
- document coursework in a Major Work Journal.

The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition.

Course:	ABORIGINAL STUDIES		
2 units for each of Preliminary and HSC		NSW Education Standards Authority Developed Course	
Exclusions:	Nil		
Course Description: The Preliminary course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves local community case studies. The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.			
Preliminary Course: Part I: Aboriginality and the Land (20%) <ul style="list-style-type: none">• Aboriginal peoples' relationship to Country• Dispossession and dislocation of Aboriginal peoples from Country• Impact of British colonisation on Country Part II: Heritage and Identity (30%) <ul style="list-style-type: none">• The Dreaming and cultural ownership• Diversity of Aboriginal cultural and social life• Impact of colonisation on Aboriginal cultures and families• Impact of racism and stereotyping Part III: International Indigenous Community: Comparative Study (25%) <ul style="list-style-type: none">• Location, environment and features of an international Indigenous community• Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity Part IV: Research and Inquiry Methods: Local Community Case Study (25%) Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information			
HSC Course: Part I – Social Justice and Human Rights Issues (50%) <ul style="list-style-type: none">A Global Perspective (20%) - Global understanding of human rights and social justice ANDB Comparative Study (30%) - A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence Part II – Case Study of an Aboriginal community for each topic (20%) <ul style="list-style-type: none">A Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses ORB Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses Part III – Research and Inquiry Methods – Major Project (30%) Choice of project topic based on student interest.			
Particular Course Requirements: In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community- based fieldwork.			
Course Cost:	Nil		
Careers: Aboriginal Studies is a unique experience for both Aboriginal and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to “learn together” with Aboriginal peoples and communities. All students are encouraged to take an active role in the process of Reconciliation. For all students, Aboriginal Studies provides a flexible structure to prepare for further education, training and employment. Students will develop analytical skills, the ability to pursue independent research and the ability to develop coherent arguments.			

Course: AGRICULTURE	
2 units for each of Preliminary and HSC	NSW Education Standards Authority Developed Course
Exclusions:	Nil
<p>Course Description:</p> <p>The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>	
<p>Preliminary Course:</p> <ul style="list-style-type: none"> • Overview (15%) • The Farm Case Study (25%) • Plant Production (30%) • Animal Production (30%) <p>HSC Course:</p> <ul style="list-style-type: none"> • Core (80%) • Plant/Animal Production (50%) • Farm Product Study (30%) 	
<p>Elective (20%):</p> <p>Choose ONE of the following electives to study:</p> <ul style="list-style-type: none"> • Agri-food, Fibre and Fuel Technologies • Climate Challenge • Farming for the 21st Century 	
<p>Particular Course Requirements:</p> <p>Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.</p>	
<p>Course Costs:</p> <p>2017 - \$40.00 2018 - \$40.00</p>	
<p>Careers:</p> <p>Agriculture is valuable/essential if choosing a career as a park ranger, farm manager, teacher, agronomist, horticulturist, zoologist, greenkeeper, or in crop management, animal care, etc. Opportunities exist for recognition in vocational education and training with some recognition by TAFE and other RTOs.</p>	

Course:	ANCIENT HISTORY		
2 units for each of Preliminary and HSC		NSW Education Standards Authority Developed Course	
Exclusions:	Nil		
Course Description: In Year 11 the course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available. In Year 12 the students will investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.			
Preliminary Course: Part 1: Investigating Ancient History <ul style="list-style-type: none">• The nature of Ancient History• Case Studies (at least TWO) Part II: Studies of Ancient Societies, Sites and Sources <ul style="list-style-type: none">• At least ONE study to be chosen. Part III: Historical Investigation <ul style="list-style-type: none">• The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group. HSC Course: Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum (25%) Part II: ONE Ancient Society (25%) Part III: ONE Personality in their Times (25%) Part IV: ONE Historical Period (25%) History extension is available to students as an option in Year 12 (2019). Interested students should speak to their class teacher and the Head Teacher towards the end of 2018.			
Particular Course Requirements: In the Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.			
Course Cost:	Nil		
Careers: Archaeology, public service, education, media, public relations, defence, personnel, sociology, researcher, tourism.			

Course: BIOLOGY	
2 units for each of Preliminary and HSC	NSW Education Standards Authority Developed Course
<p>Course Description:</p> <p>The <i>Biology Stage 6 Syllabus</i> explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p> <p>The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p>	
<p>Preliminary Course:</p> <p>Biology Skills Module Core Modules</p> <ul style="list-style-type: none"> • Cells as the Basis of Life • Organisation of Living Things • Biological Diversity • Ecosystem Dynamics 	<p>HSC Course:</p> <p>Biology Skills Module</p> <ul style="list-style-type: none"> • Heredity • Genetic Change • Infectious Disease • Non-infectious Disease and Disorders
<p>Particular Course Requirements:</p> <p>Each module specifies content which provides opportunities for students to achieve the Biology skill outcomes. Biology module Working Scientifically Skills provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified.</p> <p>Students will be required to complete major Depth studies in both the preliminary and HSC years of study (15 hours each)</p>	
Course Cost:	Nil
<p>Careers:</p> <p>Assists in a range of areas including nursing, national resource management, sports medicine, marine biology, forestry, agriculture, soil conservation etc. as well as developing scientific literacy for all future citizens. Opportunities also exist for recognition in vocational education and training with some recognition by TAFE and other RTOs.</p>	

Course:	BUSINESS STUDIES
2 units for each of Preliminary and HSC	NSW Education Standards Authority Developed Course
Exclusions:	Nil
<p>Course Description:</p> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
<p>Preliminary Course:</p> <ul style="list-style-type: none"> • Nature of business (20%) – the role and nature of business • Business management (40%) – the nature and responsibilities of management • Business planning (40%) – establishing and planning a small to medium enterprise <p>HSC Course:</p> <ul style="list-style-type: none"> • Operations (25%) – strategies for effective operations management • Marketing (25%) – development and implementation of successful marketing strategies • Finance (25%) – financial information in the planning and management of business • Human resources (25%) – human resource management and business performance 	
Course Cost:	Nil
<p>Careers:</p> <p>Useful background to careers in business, management, accounting, economics, advertising and marketing, finance and industrial relations. For many people these days going in to a small business environment is a key employment opportunity. Many careers develop from furthering studies in business at tertiary level. Business Studies makes a significant contribution to the ability to participate effectively in the business environment. Students completing this course will develop general and specific skills including research, analysis, problem solving, decision-making, critical thinking and communication. These skills enhance students' confidence and ability to participate effectively, not only as members of the business world, but as informed citizens dealing with issues emanating from business activity which impacts on their lives.</p>	

Course: CHEMISTRY	
2 units for each of Preliminary and HSC	NSW Education Standards Authority Developed Course
<p>Course Description:</p> <p>The <i>Chemistry Stage 6 Syllabus</i> explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.</p> <p>Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.</p>	
<p>Preliminary Course:</p> <p>Chemistry Skills Module Core Modules</p> <ul style="list-style-type: none"> • Properties and Structure of Matter • Introduction to Quantitative Chemistry • Reactive Chemistry • Drivers of Reactions 	<p>HSC Course:</p> <p>Chemistry Skills Module</p> <ul style="list-style-type: none"> • Equilibrium and Acid Reactions • Acid/Base Reactions • Organic Chemistry • Applying Chemical Ideas
<p>Particular Course Requirements</p> <p>Each module specifies content which provides opportunities for students to achieve the Chemistry skill outcomes. Chemistry module Working Scientifically Skills provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified.</p> <p>Students will be required to complete major Depth studies in both the preliminary and HSC years of study</p>	
Course Cost:	Nil
<p>Careers:</p> <p>This is one of the basic areas of study needed for further work in engineering, resource management and life sciences. Ceramic and chemical engineers are in demand. Medical and paramedical studies like physiotherapy and speech pathology require study of at least one Science, which could include chemistry. Chemistry trains students in logical thinking and analysis – abilities valued in many spheres of endeavour eg, financial and management. Opportunities also exist for recognition in vocational education and training.</p>	

Course:	COMMUNITY AND FAMILY STUDIES	
2 units for each of Preliminary and HSC	NSW Education Standards Authority Developed Course	
Exclusions:	Nil	
Course Description: Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.		
Preliminary Course: Resource Management <ul style="list-style-type: none">• Basic concepts of the resource management process (approximately 20% of course time). Individuals and Groups <ul style="list-style-type: none">• The individual's roles, relationships and tasks within groups (Approximately 40% of course time). Families and Communities <ul style="list-style-type: none">• Family structures and functions and the interaction between family and community (approximately 40% of course time).		
HSC Course: Research Methodology <ul style="list-style-type: none">• Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time). Groups in Context <ul style="list-style-type: none">• The characteristics and needs of specific community groups (approximately 25% of course time). Parenting and Caring <ul style="list-style-type: none">• Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).		
HSC Option Modules (Select one of the following (approximately 25% of course time): Family and Societal Interactions <ul style="list-style-type: none">• Government and community structures that support and protect family members throughout their lifespan. Social Impact of Technology <ul style="list-style-type: none">• The impact of evolving technologies on individuals and lifestyle. Individuals and Work <ul style="list-style-type: none">• Contemporary issues confronting individuals as they manage roles within both their family and work environments.		
Particular Course Requirements: Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.		
Course Cost:	Nil	
Careers: Enhances employment skills and provides links with further education in the workplace, TAFE and universities. It has vocational application in career paths such as business management, human resource management, teaching, social work, counselling and marketing.		

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

Course:	DESIGN AND TECHNOLOGY	
2 units for each of Preliminary and HSC	NSW Education Standards Authority Developed Course	
Exclusions:	Nil	
Course Description: The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands- on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms. The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.		
Preliminary Course: Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.		
HSC Course: Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.		
Particular Course Requirements: In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media. In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.		
Course Costs:	2018 - \$60.00 2019 - \$60.00	
Careers: Design and Technology has vocational applications for careers in fields of design and manufacturing.		

Course: DRAMA	
2 units for each of Preliminary and HSC	NSW Education Standards Authority Developed Course
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
<p>Course Description: Student in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p>Preliminary Course Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p>HSC Course Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces.</p> <p>The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.</p> <p>For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> • Improvisation, Playbuilding, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles <p>HSC Course</p> <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project 	
<p>Particular Course Requirements: The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.</p>	
Course Cost:	2018 \$30.00 2017 \$30.00

Course:	ECONOMICS
2 units for each of Preliminary and HSC Exclusions: Nil	NSW Education Standards Authority Developed Course
<p>Course Description:</p> <p>Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p>	
<p>Preliminary Course:</p> <ul style="list-style-type: none"> • Introduction to Economics – the nature of economics and the operation of an economy • Consumers and Business – the role of consumers and business in the economy • Markets – the role of markets, demand, supply and competition • Labour Markets – the workforce and role of labour in the economy • Financial Markets – the financial market in Australia including the share market • Government in the Economy – the role of government in the Australian economy. <p>HSC Course:</p> <ul style="list-style-type: none"> • The Global Economy – Features of the global economy and globalisation • Australia's Place in the Global Economy – Australia's trade and finance • Economic Issues – issues including growth, unemployment, inflation, wealth and management. • Economic Policies and Management – the range of policies to manage the economy. 	
Course Cost:	Nil
<p>Careers:</p> <p>The discipline of economics has a theoretical basis and economists often debate the relative merits of different theories when assessing economic issues and proposing solutions to economic problems, including economic modelling.</p> <p>Discussion of economic issues dominates the media and politics. By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision-making. Students will benefit from the study of economics if they engage in studies that include business, accounting and finance, media, law, marketing, employment relations, tourism, history, geography or environmental studies.</p> <p>If selected as a specialisation at university, economics can lead to careers in: share, finance or commodities markets; business; economic forecasting; banking; insurance; tourism; resource management; property development and management; government; environmental management; town planning; foreign affairs or economic policy development.</p>	

Course: FOOD TECHNOLOGY	
2 units for each of Preliminary and HSC	NSW Education Standards Authority Developed Course
Exclusions: Nil	
<p>Course Description:</p> <p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>	
<p>Preliminary Course:</p> <ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) <p>HSC Course:</p> <ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%) 	
<p>Particular Course Requirements:</p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>	
<p>Course Cost:</p> <p>2018 - \$80.00 2019 - \$80.00</p>	
<p>Careers:</p> <p>Enhances employment skills and provides links with further education in the workplace, TAFE and universities. It has vocational application in career paths such as nursing, food technology, dietetics, food retail, tourism and restaurant management.</p>	

Course:	FRENCH BEGINNERS
2 units for each of Preliminary and HSC NSW Education Standards Authority Developed Course Exclusions: French Continuers; French Extension Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the NSW Education Standards Authority <i>ACE Manual</i> .	
Course Description In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the French-speaking communities</i> , provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.	
Main Topics Covered <ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations. 	
Particular Course Requirements: Nil	

Course:	GEOGRAPHY
2 units for each of Preliminary and HSC Exclusions: Nil	NSW Education Standards Authority Developed Course
<p>Course Description:</p> <p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>	
<p>Preliminary Course:</p> <p>Biophysical Interactions – how biophysical processes contribute to sustainable management. Global Challenges – geographical study of issues at a global scale. Senior Geography Project – a geographical study of student's own choosing.</p> <p>HSC Course:</p> <p>Ecosystems at Risk – the functioning of ecosystems, their management and protection. Urban Places – study of cities and urban dynamics. People and Economic Activity – geographic study of economic activity in a local and global context.</p> <p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>	
<p>Particular Course Requirements:</p> <p>Students complete a senior geography project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>	
Course Cost:	Nil
<p>Careers:</p> <p>Provides a useful background for employment in planning (urban and regional); site development, area development, travel and trade promotion, education, environmental research, environmental impact studies, civil engineering, transport, agriculture, forestry, park rangers, resource management and areas of government services. Geography is a major faculty in all tertiary institutions.</p>	

Course:	INDUSTRIAL TECHNOLOGY (METAL)
2 units for each of Preliminary and HSC	NSW Education Standards Authority Developed Course
Exclusions:	Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses
Course Description: Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices. The Focus Areas include Automotive Industries; Building and Construction Industries; Graphics Industries; Metals and Engineering Industries; Timber Products and Furniture Industries.	
Preliminary Course: The following sections are taught in relation to the relevant focus area: <ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%) • Design – elements and principles, types of design, quality, influences affecting design (10%) • Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%) • Production – display a range of skills through the construction of a number of projects (40%) • Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%) 	
HSC Course: The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry: <ul style="list-style-type: none"> • Industry Study (15%) • Major Project (60%) <ul style="list-style-type: none"> ▪ Design, Management and Communication ▪ Production • Industry Related Manufacturing Technology (25%) 	
Course Costs:	2018 - \$60.00 2019 - \$60.00
Particular Course Requirements: In the Preliminary course, students must design, develop and construct a minimum of 2 projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.	

Course:	INDUSTRIAL TECHNOLOGY (MULTI-MEDIA)
2 units for each of Preliminary and HSC	NSW Education Standards Authority Developed Course
Exclusions:	Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses
Course Description: Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices. The Focus Areas include Automotive Industries; Building and Construction Industries; Graphics Industries; Metals and Engineering Industries; Timber Products and Furniture Industries.	
Preliminary Course: The following sections are taught in relation to the relevant focus area: <ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%) • Design – elements and principles, types of design, quality, influences affecting design (10%) • Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%) • Production – display a range of skills through the construction of a number of projects (40%) • Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%) 	
HSC Course: The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry: <ul style="list-style-type: none"> • Industry Study (15%) • Major Project (60%) <ul style="list-style-type: none"> ▪ Design, Management and Communication ▪ Production • Industry Related Manufacturing Technology (25%) 	
Course Costs:	2018 - \$10.00 2019 - \$10.00
Particular Course Requirements: In the Preliminary course, students must design, develop and construct a minimum of 2 projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.	

Course:	INDUSTRIAL TECHNOLOGY (TIMBER)
Exclusions:	2 units for each of Preliminary and HSC Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses NSW Education Standards Authority Developed Course
<p>Course Description:</p> <p>Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.</p> <p>The Focus Areas include Automotive Industries; Building and Construction Industries; Graphics Industries; Metals and Engineering Industries; Timber Products and Furniture Industries.</p>	
<p>Preliminary Course:</p> <p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%) • Design – elements and principles, types of design, quality, influences affecting design (10%) • Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%) • Production – display a range of skills through the construction of a number of projects (40%) • Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%) <p>HSC Course</p> <p>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> • Industry Study (15%) • Major Project (60%) <ul style="list-style-type: none"> ▪ Design, Management and Communication ▪ Production • Industry Related Manufacturing Technology (25%) 	
Course Costs:	2017 - \$60.00 2018 - \$60.00
<p>Particular Course Requirements:</p> <p>In the Preliminary course, students must design, develop and construct a minimum of 2 projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.</p>	

Course: INFORMATION PROCESSES AND TECHNOLOGY	
2 units for each of Preliminary and HSC Exclusions: Nil	NSW Education Standards Authority Developed Course
Course Description: Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.	
Preliminary Course: <ul style="list-style-type: none"> • Introduction to Information Skills and Processes (20%) • Tools for Information Processes (50%) • Developing Information Systems (30%) HSC Course: <ul style="list-style-type: none"> • Project Management (20%) • Information Systems and Databases (20%) • Communication Systems (20%) • Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Transport Systems; Automated Manufacturing Systems; Multimedia Systems. 	
Particular Course Requirements: There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.	
Course Costs: Nil	

Course:	LEGAL STUDIES
2 units for each of Preliminary and HSC Exclusions: Nil	NSW Education Standards Authority Developed Course
<p>Course Description: The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>	
<p>Preliminary Course: Part I – The Legal System (40% of course time) Part II – The Individual and the Law (30% of course time) Part III – The Law in Practice (30% of course time)</p> <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p>	
<p>HSC Course:</p> <ul style="list-style-type: none"> • Core Part I: Crime (30% of course time) • Core Part II: Human Rights (20% of course time) • Part III: Two options (50% of course time) <p>Two options are chosen from:</p> <ul style="list-style-type: none"> • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter • Workplace • World order. <p>Each topic's themes and challenges should be integrated into the study of the topic.</p> <p>Key themes incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.</p>	
Particular Course Requirements No special requirements	
Course Cost:	Nil
<p>Careers: Provides a useful background for many careers, as they say "ignorance of the law is no excuse". You will be given experiences relevant to legal careers and all aspects of the public service. Law combines many other disciplines in university studies, eg. Arts-Law, Commerce-Law, Economics-Law, Science-Law, Communications-Law, Commerce, Banking, Management, Finance, Accounting, Insurance, Communication-Media, Government Administration, Education, Criminology, Legal Aid, Courts Administration, Justice Studies, Mediation, Dispute Resolution, Paralegal Studies, Welfare, Conveyancing, Policing, Juvenile Justice, Industrial Relations are some of the job related fields.</p>	

Course: MATHEMATICS	
<p>2 units for each of Preliminary and HSC</p> <p>NSW Education Standards Authority Developed Course</p> <p>Prerequisites: For students who intend to study the Mathematics course, it is recommended that they study the topics <i>Real Numbers</i>, <i>Algebraic Techniques</i> and <i>Coordinate Geometry</i> as well as at least some of <i>Trigonometry</i> and <i>Deductive Geometry</i> from Stage 5.3 (identified by §) of <i>Mathematics Years 7–10 Syllabus</i>, if not all of the content.</p> <p>Exclusions: General Mathematics</p>	
<p>Course Description:</p> <p>The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of Mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial Mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.</p>	
<p>Preliminary Course:</p> <p>Basic arithmetic and algebra Real functions Trigonometric ratios Linear functions The quadratic polynomial and the parabola Plane geometry – geometrical properties Tangent to a curve and derivative of a function</p>	<p>HSC Course</p> <p>Coordinate methods in geometry Applications of geometrical properties Geometrical applications of differentiation Integration Trigonometric functions Logarithmic and exponential functions Applications of calculus to the physical world Probability Series and series applications</p>
<p>Course Cost: 2018 - Textbook levy of \$5.00 2019 - Textbook levy of \$5.00</p>	
<p>Careers:</p> <p>Accountant, Agricultural technical officer, Air traffic controller, Building contractor, Civil engineering design draughtsperson, Clerical officer – local government, Computer programmer, Defence force technician, Finance clerk, Insurance agent, Marine engineer, Multimedia developer, Pilot, Radio officer (ship), Stockbroker, Town planning drafter.</p>	

Course: MATHEMATICS EXTENSION 1	
<p>1 unit in each of Preliminary (Preliminary Mathematics Extension) and HSC NSW Education Standards Authority Developed Course</p> <p>Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry of Mathematics Years 7–10 Syllabus.</p>	
<p>Course Description:</p> <p>The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.</p>	
<p>Preliminary Course</p> <p>Other inequalities Further geometry Further trigonometry Angles between two lines Internal and external division of lines into given ratios Parametric representation Permutations and combinations Polynomials Harder applications of the Mathematics Preliminary course topics</p>	<p>HSC Course</p> <p>Methods of integration Primitive of $\sin^2 x$ and $\cos^2 x$ Equation $\frac{dN}{dt} = k(N - P)$ Velocity and acceleration as a function of x Projectile motion Simple harmonic motion Inverse functions and inverse trigonometric functions Induction Binomial theorem Further probability Iterative methods for numerical estimation of the roots of a polynomial equation Harder applications of Mathematics HSC course topics</p>
Course Cost: Nil	
<p>Careers:</p> <p>Accountant, Actuary, Architect, Astronomer, Biological scientist, Biochemist, Chemical engineer, Chemist, Computer engineer, Defence force – officer, Economist, Electrical engineer, Exporter/importer, Financial adviser and securities dealer, Geophysicist, Industrial designer, Marine scientist, Mathematics teacher, Microbiologist, Mining engineer, Naval architect, Optometrist, Physicist, Radiologist, Ship's captain, Valuer.</p>	

Course: MATHEMATICS – STANDARD	
<p>2 units for HSC</p> <p>Prerequisites: The students should have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2002) up to, and including, the content and outcomes of Stage 5.1.</p> <p>Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Standard Mathematics.</p>	
<p>Course Description</p> <p>The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.</p> <p>The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all substrands of Stage 5.1 and with the following substrands of Stage 5.2 - Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis and Probability. Consequently, content in the NSW Mathematics K–10 Syllabus up to and including this level is also implicit in this syllabus. In a number of cases where content from Stage 5 is included it is in the context of review for clarity and completeness. Schools have the opportunity to review other areas of Stage 5 content as appropriate to meet the needs of students.</p>	
<p>Preliminary Course Topics (120 hours)</p> <p>Algebra</p> <p>Measurement</p> <p>Financial Mathematics</p> <p>Statistical Analysis</p>	<p>Subtopics</p> <p>MS-A1 Formulae and Equations</p> <p>MS-A2 Linear Relationships</p> <p>MS-M1 Applications of Measurement</p> <p>MS-M2 Working with Time</p> <p>MS-F1 Money Matters</p> <p>MS-S1 Data Analysis</p> <p>MS-S2 Relative Frequency and Probability</p>
<p>Course Cost: 2017 - Textbook levy of \$5.00 2018 - Textbook levy of \$5.00</p>	
<p>Careers: Bar attendant, Bookmaker's clerk, Car park attendant, Cashier, Checkout operator, Newsagent, Sales assistant, Service station attendant, Spare parts salesperson, Storeperson, Ticket seller.</p>	

Course: HSC MATHEMATICS – STANDARD 1	
<p>2 units for the HSC</p> <p>Prerequisites: The Preliminary Mathematics Standard course.</p> <p>Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Standard 1 Mathematics.</p> <p>Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses. Schools have flexibility in providing alternate approaches to Mathematics Standard in Year 11 to address material essential for Mathematics Standard 1 in Year 12.</p>	
<p>Standard 1 Course Description:</p> <p>Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training. Mathematics Standard 1 replaces the General Mathematics 1, which is only for study in the HSC year.</p>	
<p>HSC Course Topics (120 hours)</p> <p>Algebra</p> <p>Measurement</p> <p>Financial Mathematics</p> <p>Statistical Analysis</p> <p>Networks</p>	<p>Subtopics</p> <p>MS-A3 Types of Relationships</p> <p>MS-M3 Right-angled Triangles</p> <p>MS-M4 Rates</p> <p>MS-M5 Scale Drawings</p> <p>MS-F2 Investment</p> <p>MS-F3 Depreciation and Loans</p> <p>MS-S3 Further Statistical Analysis</p> <p>MS-N1 Networks and Paths</p>
<p>Course Cost: 2017 - Textbook levy of \$5.00 2018 - Textbook levy pf \$5.00</p>	
<p>Careers:</p> <p>Bar attendant, Bookmaker's clerk, Car park attendant, Cashier, Checkout operator, Newsagent, Sales assistant, Service station attendant, Spare parts salesperson, Storeperson, Ticket seller.</p>	

Course: HSC MATHEMATICS – STANDARD 2	
<p>2 units for the HSC</p> <p>Prerequisites: The Preliminary Mathematics Standard course.</p> <p>Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Standard 2 Mathematics.</p> <p>Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses.</p>	
<p>Standard 2 Course Description:</p> <p>Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level. Mathematics Standard 2 replaces the General Mathematics 2, which is only for study in the HSC year.</p>	
<p>HSC Course Topics (120 hours)</p> <p>Algebra</p> <p>Measurement</p> <p>Financial Mathematics</p> <p>Statistical Analysis</p> <p>Networks</p>	<p>Subtopics</p> <p>MS-A3 Types of Relationships</p> <p>MS-M3 Non-right-angled Trigonometry</p> <p>MS-M4 Rates and Ratios</p> <p>MS-F4 Investments and Loans</p> <p>MS-F5 Annuities</p> <p>MS-S4 Bivariate Data Analysis</p> <p>MS-S5 The Normal Distribution</p> <p>MS-N2 Networks Concepts</p>
<p>Course Cost:</p> <p>2017 - Textbook levy of \$5.00</p> <p>2018 - Textbook levy pf \$5.00</p>	<p>MS-N3 Critical Path Analysis</p>
<p>Careers:</p> <p>Accounts clerk, Automotive electrician, bank officer, clerk, Defence Force, Newsagent, Nurse, Secretary, Stock and station agent.</p>	

Course:	MODERN HISTORY		
2 units for each of Preliminary and HSC	NSW Education Standards Authority Developed Course		
Exclusions:	Nil		
Course Description: In Year 11 the course is structured to provide students with opportunities to investigate the past people, groups, events, institutions, societies and historical sites from the sources available. In Year 12 the students will investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country, ONE personality and ONE international study in peace and conflict.			
Preliminary Course Part 1: Investigating Modern History <ul style="list-style-type: none">• The nature of Mordern History• Case studies (at least TWO) Part II: Historical Investigation (20%) The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group. Part III: Core Study: The shaping of the modern world (30%).			
HSC Course Part I: Core Study: Power and Authority in the Modern World 1919-1946 Part II: ONE National Study (25%) Part III: ONE Peace and Conflict (25%) Part IV: ONE Change in the Modern World (25%)			
History extension is available to students as an option in Year 12 (2019). Interested students should speak to their class teacher and the Head Teacher towards the end of 2018.			
Particular Course Requirements: Students must complete the Preliminary course in order to do the HSC course.			
Course Cost:	Nil		
Careers: Public service, teaching, media, public relations, defence, sociology, research, tourism, foreign affairs, law, politics, religious minister, film & television, policing, detective, museum curator, publisher, writer.			

Course:	MUSIC 1
2 units for each of Preliminary and HSC NSW Education Standards Authority Developed Course Prerequisites: Music mandatory course (or equivalent) Exclusions: Music 2	
Course Description: In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.	
Main Topics Covered: Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.	
Particular Course Requirements: HSC course In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.	
Course Costs: 2018 - Nil 2019 – Nil	

Course:	MUSIC 2
2 units for each of Preliminary and HSC Exclusions: Music 1	NSW Education Standards Authority Developed Course
Course Description: In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.	
Main Topics Covered: Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary course, the Mandatory Topic is Music 1600–1900. In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).	
Particular Course Requirements: In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.	
Course Costs:	2018 - Nil 2019 - Nil

Course: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION	
2 units for each of Preliminary and HSC Exclusions: Nil	NSW Education Standards Authority Developed Course
Course Description <p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>	
Preliminary Course: Core Topics (60%) <ul style="list-style-type: none"> • Better Health for Individuals • The Body in Motion Optional Component (40%) Students select two of the following options: <ul style="list-style-type: none"> • First Aid • Composition and Performance • Fitness Choices • Outdoor Recreation 	HSC Course: Core Topics (60%) <ul style="list-style-type: none"> • Health Priorities in Australia • Factors Affecting Performance Optional Component (40%) Students to select two of the following options: <ul style="list-style-type: none"> • The Health of Young People • Sport and Physical Activity in Australian Society • Sports Medicine • Improving Performance • Equity and Health
Particular Course Requirements: In addition to core studies, students select two options in each of the Preliminary and HSC courses.	
Course Cost:	\$100.00 (First Aid Course)
Careers: Physiotherapy Sports Medicine Teaching Chiropractic Community Health Worker Fitness Instructor Massage Therapy. Nursing Occupational Therapy Personal Training Radiography Sport Administration Sports Coaching Sports Dietician	

Course: PHYSICS	
2 units for each of Preliminary and HSC	NSW Education Standards Authority Developed Course
<p>Course Description:</p> <p>The <i>Physics Stage 6 Syllabus</i> involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.</p> <p>The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.</p> <p>Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.</p>	
<p>Preliminary Course: Physics Skills Core Modules</p> <ul style="list-style-type: none"> • Kinematics • Dynamics • Waves and Thermodynamics • Electricity and Magnetism 	<p>HSC Course: Physics Skills Core Modules</p> <ul style="list-style-type: none"> • Advanced Mechanics • Electromagnetism • The Nature of Light • From the Universe to the Atom
<p>Particular Course Requirements:</p> <p>Each module specifies content which provides opportunities for students to achieve the Physics skill outcomes. Physics module Working Scientifically Skills provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified.</p> <p>Students will be required to complete major Depth studies in both the preliminary and HSC years of study</p>	
Course Cost:	Nil
<p>Careers:</p> <p>Valuable/essential if choosing a career in electronics trades, engineering, radiography, medicine, physiotherapy, sports medicine, aviation industry, science/law, architecture, laser technology, solar energy etc. Physics is often a compulsory pre-requisite to many tertiary courses. Opportunities also exist for recognition in vocational education and training with some recognition by TAFE and other RTOs.</p>	

Course: Investigating Science	
2 units for each of Preliminary and HSC	NSW Education Standards Authority Developed Course
<p>Course Description:</p> <p>The <i>Investigating Science Stage 6 Syllabus</i> is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.</p> <p>The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.</p> <p>The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students’ understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.</p>	
<p>Preliminary Course: Investigating Science Skills Core Modules</p> <ul style="list-style-type: none"> • Cause and Effect – Observing • Cause and Effect – Inferences and Generalisations • Scientific Models • Theories and laws 	<p>HSC Course Core Modules</p> <ul style="list-style-type: none"> • Scientific investigations • Technologies • Fact or Fallacy? • Science and Society
<p>Particular Course Requirements</p> <p>Each module specifies content which provides opportunities for students to achieve the Investigating Science skill outcomes. Investigating Science module Working Scientifically Skills provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified.</p> <p>Students will be required to complete major Depth studies in both the preliminary and HSC years of study</p>	
Course Cost:	Nil
<p>Careers:</p> <p>An integrated course for students who wish to obtain an overview of Science and Technology in the modern world. Assists in understanding our technology based world in non-scientific areas such as social work and communications. Opportunities also exist for recognition in vocational education and training with some recognition by TAFE and other RTOs.</p>	

Course:	SOCIETY AND CULTURE
2 units for each of Preliminary and HSC Exclusions: Nil	NSW Education Standards Authority Developed Course
<p>Course Description: Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.</p> <p>The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.</p>	
<p>Preliminary Course: The Social and Cultural World – the interaction between aspects of society and cultures Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings. Intercultural Communication – how people in different cultures interact and communicate.</p> <p>HSC Course: Core</p> <ul style="list-style-type: none"> • Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country • The Personal Interest Project – an individual research project. <p>Depth Studies Two to be chosen from</p> <ul style="list-style-type: none"> • Popular Culture - the interconnection between individuals and popular culture • Belief Systems & Ideologies – role of belief systems in societies, cultures and personal life • Social Inclusion and Exclusion – the nature of Social Inclusion and Exclusion in Australia • Social conformity and Non Conformity – the Nature of Conformity and Non-Conformity in Australia. 	
Particular Course Requirements: Completion of Personal Interest Project	
Course Cost: Nil	
<p>Careers: Prepares students for adult life by developing qualities associated with effective citizenship. It forms the basis for moving towards a more just society through positive participation in community life and, social and cultural literacy. After completing the Personal Interest Project, students are well prepared to undertake further tertiary studies.</p> <p>Jobs include social welfare, psychology, law, tourism, market research, population studies, personnel work. New degree courses are also being developed, eg. Social Ecology.</p>	

Course:	STUDIES OF RELIGION II
2 units for each of Preliminary and HSC Exclusions: Studies of Religion I	NSW Education Standards Authority Developed Course
Course Description: Studies of Religion II teaches one about the nature and significance of religion and the influence of belief systems and religious traditions on people and society.	
Preliminary Course: Nature of Religion and Beliefs Three Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism Two Religions of Ancient Origin: <ul style="list-style-type: none"> • Aztec or Inca or Mayan • Celtic • Nordic • Shinto • Taoism • an Indigenous religion from outside Australia Religion in Australia pre-1945 HSC Course: Religion and Belief Systems in Australia post-1945 Three Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism Religion and Peace Religion and Non-Religion	
Particular Course Requirements: Students must complete the Preliminary course in order to do the HSC course.	
Course Cost:	Nil
Careers: Public service, teaching, media, public relations, defence, sociology, research, tourism, foreign affairs, law, politics, religious minister, film & television, policing, detective, museum curator, publisher, writer.	

Course:	STUDIES OF RELIGION I		
1 unit for each of Preliminary and HSC		NSW Education Standards Authority Developed Course	
Exclusions:	Studies of Religion II		
Course Description: Studies of Religion I teaches one about the nature and significance of religion and the influence of beliefs systems and religious traditions on people and society.			
Preliminary Course: Nature of Religion and Beliefs Two Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism			
HSC Course: Religion and Belief Systems in Australia post-1945 Two Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism			
Course Cost:	Nil		
Careers: Public service, teaching, media, public relations, defence, sociology, research, tourism, foreign affairs, law, politics, religious minister, film & television, policing, detective, museum curator, publisher, writer.			

Course:	VISUAL ARTS
2 units for each of Preliminary and HSC	NSW Education Standards Authority Developed Course
Exclusions:	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
<p>Course Description:</p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>	
<p>Preliminary Course learning opportunities focus on:</p> <ul style="list-style-type: none"> the nature of practice in artmaking, art criticism and art history through different investigations the role and function of artists, artworks, the world and audiences in the artworld the different ways the visual arts may be interpreted and how students might develop their own informed points of view how students may develop meaning and focus and interest in their work building understandings over time through various investigations and working in different forms. <p>HSC Course learning opportunities focus on:</p> <ul style="list-style-type: none"> how students may develop their practice in art making, art criticism, and art history how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations how students may further develop meaning and focus in their work. 	
<p>Particular Course Requirements:</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> Artworks in at least two expressive forms and use of a process diary a broad investigation of ideas in art making, art criticism and art history. <p>HSC Course:</p> <ul style="list-style-type: none"> development of a body of work and use of a process diary a minimum of five Case Studies (4–10 hours each) deeper and more complex investigations in art making, art criticism and art history. 	
<p>Course Costs: 2018 - \$60.00 2019 - \$60.00</p>	
<p>Careers:</p> <p>Teaching, advertising, sales work, gallery work, artist, critic, commercial designer, interior decorator, couturier, cartooning in film, advertising, newspaper or television.</p>	



VET Course Information 2017

Stage 6 Course Descriptors

The attached sheets are from the current 2017 Year, the sheets for 2018 are currently not available, however expectations are there will not be major changes for the 2018 subjects. Information for 2018 will be provided as soon as they are released

FREQUENTLY ASKED QUESTIONS

What does VET mean?

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

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

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

What is reported on the HSC?

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

What are competencies?

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

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

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

What is the Australian Quality Framework (AQF)?

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

What are Australian Qualification Framework (AQF) qualifications?

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

What are Industry Curriculum Frameworks?

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

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

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

What are Specialisation Courses?

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

Why is work placement compulsory in some VET courses?

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

Who delivers VET to students?

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

What is RPL?

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

What is Credit Transfer?

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

How do employability skills relate to VET courses?

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

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

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

BSB20115 Certificate II in Business (BSB release 2.0)

Statement of Attainment towards BSB20115 Certificate II in Business (BSB release 2.0)

2017 STAGE 6 COURSE DESCRIPTION – BUSINESS SERVICES

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the business administration and support industry. Students who are assessed as competent in sufficient of the above units will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service :	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Elective Units	
BSBWHS201	Contribute to health and safety of self and others	BSBWOR202	Organise and complete daily work activities
BSBCUS201	Deliver a service to customers	BSBWOR203	Work effectively with others
BSBIND201	Work effectively in a business environment	BSBINM202	Handle mail
BSBINM201	Process and maintain workplace information	BSBITU201	Produce simple word processed documents
TLIP2029	Prepare and process financial documents	BSBITU202	Create and use spreadsheets
BSBSUS201	Participate in environmentally sustainable work practices	BSBWOR204	Use business technology
BSBINN201	Contribute to workplace innovation	BSBITU307	Develop keyboarding speed and accuracy
		BSBCM201	Communicate in the workplace
Course contribution (to be made directly to school): \$ NIL Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		<ul style="list-style-type: none">USB Memory Stick	
Exclusions: VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html .			

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.sbatjobs.info/>

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

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

CPC20211 Certificate II in Construction Pathways (Release 3) (CPC08 release V9.1)

Statement of Attainment towards CPC20211 Certificate II in Construction Pathways (CPC08 release V9.1)

2017 STAGE 6 COURSE DESCRIPTION – CONSTRUCTION

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

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

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Students may study a selection of the following elective units.	
CPCCCM1012A	Work effectively and sustainably in the construction industry	CPCCCA2011A	Handle carpentry materials
CPCCCM1013A	Plan and organise work	CPCCCA2002B	Use carpentry tools and equipment
CPCCCM1014A	Conduct workplace communication	CPCCJN2001A	Assemble components
CPCCCM1015A	Carry out measurements and calculations	CPCCJN2002B	Prepare for off-site manufacturing processes
CPCCCM2001A	Read and interpret plans and specifications	CPCCWF2001A	Handle wall and floor tiling materials
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPCCWF2002A	Use wall and floor tiling tools and equipment
CPCCOHS1001A	Work safely in the construction industry	CPCCCM2006B	Apply basic levelling procedures
CPCCCM2005A	Use construction tools and equipment	CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials
		CPCCBL2002A	Use bricklaying and blocklaying tools & equipment
		CPCCCO2013A	Carry out concreting to simple forms
		CPCCCA2003A	Erect and dismantle formwork for foots and slabs on ground
Course contribution (to be made directly to school): \$60 per year (\$120 in Total) Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		<ul style="list-style-type: none">Due to Health and Safety regulations, students will need to supply their own Personal Protective Equipment which includes: Ear and eye protection, leather shoes / boots and an apron.	
Exclusions: VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html			

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.sbatjobs.info/>

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

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ICT30115 Certificate III in Information, Digital Media & Technology (ICT release 1)

Statement of Attainment towards ICT30115 Certificate III in Information, Digital Media and Technology (ICT release 1)

2017 STAGE 6 COURSE DESCRIPTION – INFORMATION & DIGITAL TECHNOLOGY

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
	2Unit x 1 Year/120 hours specialisation study		
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the information technology & digital media industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service :	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Elective Units	
BSBWHS304	Participate effectively in WHS communication and consultation processes	BSBSUS301	Implement and monitor environmentally sustainable work practices
ICTICT202	Work and communicate effectively in an ICT environment	ICTICT301	Create user documentation
ICTICT302	Install and optimise operating system software	ICTWEB303	Produce digital images for the web
ICTSAS301	Run standard diagnostic tests	ICTWEB201	Use social media tools for collaboration and engagement
ICTICT203	Operate application software packages	ICTWEB301	Create a simple markup language document
ICTICT308	Use advanced features of computer applications	<i>Students must complete a 240hour course and a 120 hour specialisation study to achieve a full Certificate III qualification.</i>	
ICTWEB302	Build simple websites using commercial programs		
Course contribution (to be made directly to school): \$Nil Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>			
Exclusions: VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html .			

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.sbatjobs.info/>

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

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

SIR202XX Certificate II in Retail Services (Qualification Pending)**
Statement of Attainment towards SIR202XX Certificate II in Retail Services (Qualification Pending)**

2017 STAGE 6 COURSE DESCRIPTION – RETAIL SERVICES

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

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

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units Examinable*		HSC	Note: These units reflect the SIR20212. These units may also be subject to change but a reflect a reasonable equivalence of 2017 units
SIRXCCS201*	Apply point-of-sale handling procedures*	SIRXICT001A	Operate retail technology
SIRXCCS202*	Interact with customers*	SIRXMER201*	Merchandise products*
SIRXCOM101*	Communicate in the workplace to support team and customer outcomes*	SIRXSLS002*	Advise on products and services*
SIRXIND101*	Work effectively in a customer service environment*	Elective Units	
SIRXRSK201*	Minimise loss*	SIRXFIN201	Balance and secure point-of-sale terminal
SIRXSLS201*	Sell products and services*	SIRXINV001A	Perform stock control procedures
SIRXWHS101*	Apply safe work practices*	SIRXMER202	Plan, create and maintain displays
SIRXCLM101	Organise and maintain work areas	SIRXFIN002A	Perform Retail Finance Duties
Course contribution (to be made directly to school): \$ NIL Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		<ul style="list-style-type: none">• USB Memory Stick	
**Qualification currently under Review and is subject to change in 2017 Please note that the current version of this qualification is under review by the relevant National Skills Council and the NSW Board of Studies (BOSTES). The RTO will provide additional information to students regarding new qualifications completed as part of this HSC VET course as soon as possible.			

Exclusions:

VET course exclusions can be checked on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.sbatjobs.info/>

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

SIT20312 Certificate II in Kitchen Operations (SIT12 release 2)*
Statement of Attainment towards SIT20312 Certificate II in Kitchen Operations (SIT12 release 2) *

2017 STAGE 6 COURSE DESCRIPTION – HOSPITALITY

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality & commercial cookery industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service :	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable			
SITHCCC101	Use food preparation equipment	SITHIND201	Source and use information on the hospitality industry
SITHCCC201	Produce dishes using basic methods of cookery	SITXFSA201	Participate in safe food handling practices
SITHCCC207	Use cookery skills effectively	Students may study a range of elective units including	
SITHKOP101	Clean kitchen premises and equipment	SITHCCC102	Prepare simple dishes
SITXINV202	Maintain the quality of perishable items	SITHCCC203	Produce stocks, sauces and soups
BSBWOR203	Work effectively with others	SITHCCC202	Produce appetisers and salads
SITXFSA101	Use hygienic practices for food safety	SITHCCC103	Prepare sandwiches
SITXWHS101	Participate in safe work practices	SITHFAB204	Prepare and serve espresso coffee
		SITHCCC204	Produce vegetable, fruit, egg and farinaceous dishes

Course contribution (to be made directly to school): \$110 per year (\$220 in Total) Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>	
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>	Due to Health and Safety regulations, students will need to supply their own Personal Protective Equipment which includes: Chefs Uniform and leather shoes / boots.

*Qualification currently under Review and is subject to change in 2017
Please note that the current version of this qualification is under review by the relevant National Skills Council and the NSW Board of Studies (BOSTES). The RTO will provide additional information to students regarding new qualifications completed as part of this HSC VET course as soon as possible.

Assessment and course completion

Competency-based assessment

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

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

Optional HSC examination

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

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N Determinations

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

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Employability skills:

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

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



CONTENT ENDORSED COURSES

*Tamworth High School is an inclusive centre of innovation,
creativity and excellence.*

Course: EXPLORING EARLY CHILDHOOD	
2 Units over 2 years Exclusions: Nil	Content Endorsed Course
<p>Course Description:</p> <p>Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.</p> <p>This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p> <p>The study of this course will enable students to:</p> <ul style="list-style-type: none"> • develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years • recognise the uniqueness of all children, including those who have special needs • become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play • identify the range of services developed and provided for young children and their families • consider the role of family and community in the growth, development and learning of young children • reflect upon potential implications for themselves as adults, in relation to young children • understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families • become aware of the work opportunities available in the area of children's services. 	
<p>Learning Activities:</p> <p>Case studies, interviews with young children and their families, library research, video reports, design activities, child care centre excursions, playground design, making toys and games.</p>	
<p>Course Costs: 2018 - \$30.00 2019 - \$30.00</p>	
<p>Careers:</p> <p>Child care, pre-schools, day care, play group, babysitting. Careers are available through universities, TAFE and private employment eg. social worker, nanny, teacher, family counseling, parenting.</p>	

Course: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING	
1 unit or 2 unit over 1 or 2 years	Content Endorsed Course
Exclusions: projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject	
<p>Course Description:</p> <p>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p>	
<p>Main Topics Covered:</p> <p>Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> • Wet Photography • Video • Digital Imaging. <p>Modules include:</p> <ul style="list-style-type: none"> • Introduction to the Field • Developing a Point of View • Traditions, Conventions, Styles and Genres • Manipulated Forms • The Arranged Image • Temporal Accounts. <p>An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p>	
Particular Course Requirements: Students are required to keep a diary throughout the course.	
Learning Activities: "Hands On" practical approach to most aspects of photography with a theoretical component of research and comment.	
Course Costs:	2017 - \$40.00 2018 - \$40.00
Careers: professional photographer, work in shops, studios, newspaper, school and representative work.	

Course:	SPORT, LIFESTYLE AND RECREATION STUDIES
1 unit over 1 or 2 years or 2 units over 2years	Content Endorsed Course
Exclusions:	Students studying stage 6 PDHPE must not study CEC modules which duplicate PDHPE modules.
<p>Course Description: Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.</p> <p>This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> • knowledge and understanding of the factors that influence health and participation in physical activity • knowledge and understanding of the principles that impact on quality of performance • an ability to analyse and implement strategies to promote health, activity and enhanced performance • a capacity to influence the participation and performance of self and others. <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> • Aquatics • Athletics • First Aid • Fitness • Specific Sports • Gymnastics • Outdoor Recreation • Sports Administration • Coaching • Social Perspectives of Sport • Healthy Lifestyle 	
<p>Learning Activities: research assignments debates, laboratory exercises/reports and workshops, group exercises, field trips/excursions, practical performances (30% theory and 70% practical).</p>	
Course Costs:	Nil
<p>Careers: health, fitness or sports related professions.</p>	

Course: VISUAL DESIGN	
1 Unit or 2 Unit over 1 or 2 years	Content Endorsed Course
Exclusions: projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject	
<p>Course Description: This course provides students with opportunities to explore the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as function. Visual Design is for students with an interest in Visual Design forms. This includes both traditional design and digital. There is a strong emphasis on the use of photoshop and other industry based design software.</p> <p>The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Visual Design acknowledges that traditionally accepted boundaries of Visual Design are changing as a consequence of the widespread use of digital technologies and technological innovation.</p> <p>Main Topics Covered: Modules may be selected in any of the four broad fields of:</p> <ul style="list-style-type: none"> • graphic design • wearable design • product design • interior/exterior design <p>Major Individual/Collaborative Design Project</p> <ul style="list-style-type: none"> • The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. 	
Learning Activities: research assignments debates, laboratory exercises/reports and workshops, group exercises, field trips/excursions, practical performances (30% theory and 70% practical).	
Particular Course Requirements: Students are required to keep a diary throughout the course.	
Course Costs: 2018 - \$30 2019 - \$30	
Careers: Professional Photographer, Graphic and Commercial design, Advertising, Web Development	



EXTERNAL VET COURSES

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creativity and excellence.*

BEFORE SELECTING AN EXTERNAL VET COURSE, STUDENTS/PARENTS/CARERS SHOULD READ THE FOLLOWING CAREFULLY.

These courses are delivered by external agencies. When a student signs up for a course to be part of their HSC load, the school pays the agencies for the delivery of that course. Therefore students must commit to their studies.

External agencies have different delivery methods and students/parents/carers should note the following:
Face to Face Delivery: these courses will be delivered outside the school. In the case of TAFE, students are required to ensure that they have transport to and from their courses. The school provides limited transport for courses when available, and this transport is ONLY within school hours (ie. 9am to 3.20pm). If a student requires transport by the school there is a transport cost of \$10 per term. This is a non-refundable fee and is required before external delivery begins.

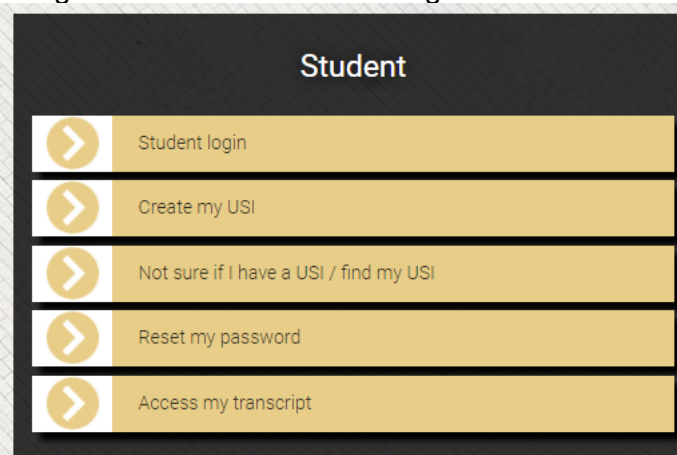
Block Delivery: these courses will be delivered usually over a week. Students will be required to get themselves to and from the course location. If a student has a course with block delivery they must ensure that they attend as required. Failure to attend will likely result in N-determination of the course.

Online Delivery: these courses will be delivered on an online format. Students must be committed to studies and ensure that they work through each online module. Quite often modules are self-paced, which require extensive reading and assessments. As part of online delivery, students are usually required to attend mandatory workshops. If a student decides to include a course with online delivery as part of their HSC load they should note that THS does NOT provide a classroom or supervision for this course and students should ensure that they have access to a computer and the Internet at home, or they need to access the computers either at Tamworth TAFE (if online delivery is provided by TAFE) or at THS Library.

USI – Unique Student Identifier.

The USI is an alpha-numeric identifier that is used for all training organisations nationally. More information can be found on the website www.usi.gov.au

The USI is required for **ALL** students studying VET (Vocational Education & Training). Students **MUST** have applied for their USI **BEFORE** applying for the course. The application is online and free. To apply, navigate to the website www.usi.gov.au and click on the button under Student: “Create my USI”.



This number must be provided to Ms Kate Daley, Careers Advisor as part of an application for an external VET course. Students studying a VET course at THS must provide this number to their class teacher.

ACCEPTANCE INTO EXTERNAL VET COURSES

External VET courses are funded dependant on DET funding arrangements. Tamworth High School cannot guarantee that all external VET courses offered will actually run in the 2018 school year. Funding is normally decided on number of students applying for the course. Applications for external VET courses will close usually by the end of Term 3 2017, and students will not be able to reapply until Term 3 of 2018. If you want to do an external TAFE course you **MUST** put in an application to the Careers Advisor, Ms Kate Daley by the date indicated on your Subject Selection form. The closing date is determined by the Department of Education, not the school, and it is difficult for students to get into external VET courses if they change their mind past this date.

For any further information on external VET courses, please see Ms Daley, Careers Advisor in the Careers and Transition Office or ring on (02) 6765 7888.

NESA DEVELOPED COURSES

All courses listed below are ATAR Pathways – exam is completed in the year after completion where the entire course is delivered in one year.

Course	Year 11	Year 12	Duration	Delivery Mode	ATAR	Delivered by...
Automotive Vocational Preparation – Vehicle Mechanical	2 units	2 units	2 years	Tamworth Face to Face	Yes	TAFE
Electrotechnology – Career Start	2 units	2 units	2 years	Tamworth Face to Face	Yes	TAFE
Financial Services – Account Administration	2 units	2 units	2 years	Online – students to study either at TAFE Library, THS Library or at home.	Yes	TAFE
Horticulture – Landscaping	2 units	2 units	2 years	Tamworth Face to Face	Yes	TAFE
Human Services – Individual Support	4 units	2 units	2 years	Online – students to study either at TAFE Library, THS Library or at home. Plus Mandatory workshop Attendance	Yes	TAFE
Human Services – Allied Health	2 units	2 units	2 years	Online – students to study either at TAFE Library, THS Library or at home. Plus Mandatory workshop Attendance	Yes	TAFE
Human Services – Health Services Assistance	2 units	2 units Plus 1 unit x 1 year	2 years	Online – students to study either at TAFE Library, THS Library or at home. Plus Mandatory workshop Attendance	Yes	TAFE
Information and Digital Technology – Networking & Hardware	2 units	2 units	2 years	Tamworth Face to Face	Yes	TAFE
Metals & Engineering	2 units	2 units	2 years	Tamworth Face to Face	Yes	TAFE
Retail Service – Community Pharmacy	2 units	2 units	2 years	Tamworth Face to Face	Yes	TAFE
Tourism, Travel & Events – Tourism	2 units	2 units	2 years	Tamworth Face to Face	Yes	TAFE

NESA ENDORSED COURSES

These are non-ATAR courses.

Course	Year 11	Year 12	Duration	Delivery Mode	ATAR	Delivered by...
Aeroskills – Statement of Attainment	2 units	2 units	2 years	Tamworth Face to Face	No	TAFE
Animal Studies	2 units	2 units	2 years	Tamworth Face to Face	No	TAFE
Aviation Remote Pilot - (Drone Technology)	2 units	2 units	1 year	Delivered at different locations – organised between THS, Peel High & Farrer in 2017.	No	UAVAIR
Community Services	2 units	2 units	2 years	Tamworth Face to Face	No	TAFE
Design Fundamentals (120 or 240 hours)	2 units (120 hours)	2 units (240 hours) Students can decide whether they will continue this course into Year 12.	2 years	Block Delivery in Sydney during three consecutive full school holidays. (students must provide their own transport and accommodation)	No	Whitehouse Institute of Design

Early Childhood Education & Care	4 units	4 units	2 years	Tamworth Face to Face	No	TAFE
Engineering Pathways	3 units		1 year	Tamworth Face to Face	No	TAFE
Fitness – Statement of Attainment	2 units	2 units	2 years	Tamworth Face to Face	No	TAFE
Screen & Media	2 units	2 units	2 years	Online – students to study either at TAFE Library, THS Library or at home. Plus Mandatory workshop Attendance	No	TAFE
Plumbing – Statement of Attainment	2 units	2 units	2 years	Tamworth Face to Face	No	TAFE
Property Services (Agency) Statement of Attainment	2 units	2 units Plus 1 unit	2 years	Tamworth Face to Face	No	TAFE
Hair & Beauty Services – Retail Cosmetics	2 units	2 units	2 years	Tamworth Face to Face	No	TAFE
Hair & Beauty Services – Salon Assistant	3 units		1 year	Tamworth Face to Face	No	TAFE
Wool Clip Preparation	2 units	2 units	2 years	Tamworth Face to Face	No	TAFE

FURTHER INFORMATION

TAFE VET Courses

Please review the TAFE Course booklet for more information or contact Ms Daley, Careers Advisor, or Ms Stacie Blackwell at Tamworth TAFE on 1800 448 176.

UAVAIR VET Course

COURSE OVERVIEW

QUALIFICATION OUTCOMES:

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

Remote Pilots Licence (RePL)

Aeronautical Radio Operators Certificate

DELIVERY:

240 indicative hours of unmanned aerial
vehicle training

Taught at your school's campus

10 hours instructed piloting of a UAV

Our students graduate with a comprehensive understanding of the UAV industry and a clear strategy for how to progress their career. Professional training from UAVAIR provides much more than just the minimum qualifications to fly drones. Developed by leaders in the industry, UAVAIR's professional course has been designed to give students the skills needed to operate multi-rotor UAV's to the highest standards. UAVAIR specialises in preparing students for the use of Unmanned Aerial Vehicles in the professional setting.

Professional training with UAVAIR is the only course approved by both the Civil Aviation Safety Authority (CASA) and the Australian Quality Training Framework as a result we are the only company that supply its graduates with an AVI30316 Certificate III in Aviation (Remote Pilot – Visual Line of Sight), as well as your Aeronautical Radio Certificate and Remote Pilot Licence (RePL).

COURSE DETAILS

- Over 10 hours instructed piloting of a UAV
- Maintenance and repair of aircraft
- Pre and post flight checks
- Safety and communications
- CASA Air law / Rules and Regulations
- Maps
- Charts & Airspace
- LiPo battery safety and management
- Securing data and images with Remote piloted aircraft
- Simulated missions
- Meteorology
- Aerodynamics
- Aeronautical Radio Operator Certificate

STUDENTS

LEARN TO WORK

You can spend
Years 10, 11 and 12
earning while you're
learning.

How does it work?

School based apprenticeships and traineeships allow you to make an early start on your career while you're still finishing school.

Opportunities are available across a wide range of occupations. Each offers you the chance of getting paid for real work experience, while gaining a nationally-recognised qualification and contributing towards your HSC studies.

School based apprentices will complete the first stage of a trade qualification by the end of their HSC year. Trainees complete an initial qualification by the end of Year 12.

The study and work associated with your chosen career also becomes part of your HSC.

How do I get started?

Talk to your school careers adviser, contact your nearest Training Services NSW regional centre [see over] or go to www.sbatinnsw.info

Frequently asked questions

When can I start?

Usually at the end of Year 10 or the beginning of Year 11. You can start earlier in Year 10 if your school approves.

What will I be paid?

You must be paid according to the wage rates and conditions of employment in the appropriate award or industrial agreement.

How often will I go to work?

Generally, one day per week during school terms – but the days and times will be negotiated between your school, your employer and your training organisation.

What happens after the HSC?

A school based apprentice will continue as a full-time apprentice after completing the HSC. A school based trainee will be fully qualified, and can begin work full-time or continue on to higher education VET or university.



Education
Public Schools

GET YOUR CAREER STARTED BEFORE YOU LEAVE SCHOOL

TRAINING SERVICES NSW REGIONAL CENTRES

Sydney Metropolitan

Central and Northern Sydney

P: [02] 9242 1700
E: STS.Chatswood@industry.nsw.gov.au
Level 13, 67 Albert Avenue
Chatswood NSW 2067

Southern & South Western Sydney

P: [02] 8707 9600
E: STS.Bankstown@industry.nsw.gov.au
Level 2, 41- 45 Rickard Road
Bankstown NSW 2200

Western Sydney and Blue Mountains

P: [02] 9204 7400
E: STS.Parramatta@industry.nsw.gov.au
Ground Floor, 16-18 Wentworth Street
Parramatta NSW 2150

Hunter & Central Coast

Newcastle

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E: STS.Newcastle@industry.nsw.gov.au
Level 1, 117 Bull Street
Newcastle West NSW 2302

Illawarra & South East NSW

Wollongong

P: [02] 4224 9300
E: STS.Wollongong@industry.nsw.gov.au
Level 1, Block E State Office Block
84 Crown Street
Wollongong NSW 2500

New England

Tamworth

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Level 2 Noel Park House
155-157 Marius Street
Tamworth NSW 2340

North Coast & Mid North Coast

Lismore

P: [02] 6627 8400
E: STS.Lismore@industry.nsw.gov.au
Suite 3, Level 4
29 Molesworth Street
Lismore NSW 2480

Riverina

Wagga Wagga

P: [02] 6937 7600
E: STS.WaggaWagga@industry.nsw.gov.au
87 Forsyth Street
Wagga Wagga NSW 2650

Western NSW

Orange

P: [02] 6392 8500
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Level 1, State Office Block
Cnr Kite & Anson Streets
Orange NSW 280

NSW AUSTRALIAN APPRENTICESHIP SUPPORT NETWORK PROVIDERS

Apprenticeship Support Australia

P: 1300 363 831
E: info@apprenticeshipsupport.com.au
W: www.apprenticeshipsupport.com.au

Sarina Russo Apprenticeships

P: 1300 178 776
E: apprenticeships@sarinarusso.com.au
W: www.sarinarusso.com

MEGT

P: 136 348
E: aasninfo@megt.com.au
W: www.megt.com.au

VERTO Ltd

P: 1300 483 786
E: aasn@verto.org.au
W: www.verto.org.au

School based apprenticeships and traineeships are supported by the NSW Department of Education and Training Services NSW, Department of Industry.



Education
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www.sbatinnsw.info

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Department
of Industry

13 28 11

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Your local contact(s)

Visualise your future
VET for Secondary Students

*What is the Certificate III in
Design Fundamentals CUA30715?*

The Certificate III in Design Fundamentals is offered at Whitehouse Institute of Design, Australia for VET for Secondary Students with a choice of one of three focus streams; Fashion Visualisation, Interior Visualisation or Creative Direction Visualisation.

The course enables you to prepare a professionally presented creative portfolio. This can be used for gaining competitive access into further creative and design studies.

To find out more, contact us or visit our page.

1300 551 433
www.whitehouse-design.edu.au
enquiry@whitehouse-design.edu.au

RTO Provider Code: 91319

Certificate III in Design Fundamentals CUA30715 with a **FASHION VISUALISATION Focus**

Our Certificate III in Design Fundamentals with a Fashion Visualisation focus is a mixture of illustration, garment construction and computer aided design. We show you how to forecast trends and to design with those trends in mind. With illustration at the centre of our practice we help you develop the visual and creative skills you need to translate figure and fashion concepts into an industry relevant portfolio. You will learn:

- fashion and illustration rendering techniques
- history and theory of design
- colour theory and trends
- mixed media application
- development of concept boards
- simple garment construction and
- to use computer aided design programs

Certificate III in Design Fundamentals CUA30715 with an **INTERIOR VISUALISATION Focus**

Our Certificate III in Design Fundamentals with an Interior Visualisation focus is a mixture of illustration, model making and 3D computer aided design. With illustration at the centre of our practice we help you develop the visual and creative skills you need to translate interior concepts and spatial design into an industry relevant portfolio. You will learn:

- interiors illustration rendering techniques
- history and theory of design
- colour theory and trends
- mixed media application
- development of concept boards
- model making and
- to use computer aided design programs

Certificate III in Design Fundamentals CUA30715 with a **CREATIVE DIRECTION VISUALISATION Focus**

Our Certificate III in Design Fundamentals with a Creative Direction Visualisation focus is a mixture of illustration, styling and visual merchandising and photography. With illustration at the centre of our practice we help you develop the visual and creative skills you need to communicate and translate visual concepts into an industry relevant portfolio. You will learn:

- illustration rendering techniques
- history and theory of design
- colour theory and trends
- mixed media application
- development of concept boards
- model making
- photography
- to use computer aided design programs

TIMETABLE

All three streams are delivered over a period of 9 months in a combination of term time and holiday block attendance. Students are required to attend all sessions and complete all assessment tasks. All classes are scheduled 9am-5pm unless advised otherwise.

Course outcomes VCE, VCAL and HSC credit

Students who successfully complete all units will receive the nationally recognised qualification Certificate III in Design Fundamentals CUA30715. You will also have a creative portfolio which can be used in a variety of ways including to pursue design studies. In addition the Certification III in Design Fundamentals CUA30715 will provide 2 units of HSC credit towards Year 11 and 2 units towards Year 12 studies. For students in Victoria, the Certificate III in Design Fundamentals CUA30715 will provide credit towards the VCE and VCAL. For VCE students, these programs will provide credit towards the VCE at Units 3 and 4 level. Schools are asked to verify the amount of credit available for students once VASS enrolments are completed. Where a Units 3 and 4 sequence is available contribution towards the ATAR is subject to VTAC policy.

Victoria*

Stage 1

January holidays (10 days)
Term 1 - 8 x Wednesdays
April holidays (5 days)

Stage 2

Term 2 - 10 x Wednesdays
June/July holidays (10 days)
Term 3 - 10 x Wednesdays

Core units

BSBDES201	Follow a design process
BSBDES301	Explore the use of colour
BSBDES302	Explore and apply the creative design process to 2D forms
BSBDES303	Explore and apply the creative design process to 3D forms
BSBDES304	Source and apply design industry knowledge
BSBWHS201	Contribute to health and safety of self and others
CUAACD301	Produce drawings to communicate ideas

Elective Units

BSBDES305	Source and apply information on the history and theory of design
CUADIG304	Create visual design components
MSTFD2001	Design and produce a simple garment
MSTFD2005	Identify design process for fashion designs
MSTFD3004	Draw a trade drawing for fashion design

Core Units

BSBDES201	Follow a design process
BSBDES301	Explore the use of colour
BSBDES302	Explore and apply the creative design process to 2D forms
BSBDES303	Explore and apply the creative design process to 3D forms
BSBDES304	Source and apply design industry knowledge
BSBWHS201	Contribute to health and safety of self and others
CUAACD301	Produce drawings to communicate ideas

Elective Units

BSBDES305	Source and apply information on the history and theory of design
CUADIG304	Create visual design components
CUAANM303	Create 3D digital models
CUAACD303	Produce technical drawings
CUAPPR407	Select, prepare & create work for exhibition

Core Units

BSBDES201	Follow a design process
BSBDES301	Explore the use of colour
BSBDES302	Explore and apply the creative design process to 2D forms
BSBDES303	Explore and apply the creative design process to 3D forms
BSBDES304	Source and apply design industry knowledge
BSBWHS201	Contribute to health and safety of self and others
CUAACD301	Produce drawings to communicate ideas

Elective Units

BSBDES305	Source and apply information on the history and theory of design
CUADIG304	Create visual design components
BSBDES202	Evaluate the nature of design in specific industry context
CUAACD302	Produce computer-aided drawings
CUAPHI302	Capture photographic images

New South Wales*

Stage 1

April holidays (5 days)
July holidays (10 days)
September holidays (5 days)

Stage 2

January holidays (16 days)