



YOUNG HIGH SCHOOL

SENIOR CURRICULUM GUIDE

2021-2022

A guide to selecting HSC subjects for students moving into Yr 11



YOUNG HIGH SCHOOL

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EVERY STUDENT MATTERS
Opportunity Diversity Inclusivity

CONTENTS

PRINCIPALS MESSAGE TO YEAR 10 STUDENTS.....	4
INFORMATION ABOUT THE HSC.....	5
THE HSC CURRICULUM & TYPES OF COURSES OFFERED.....	5
UNITS OF STUDY.....	6
MAKING YOUR DECISION.....	6
ASSESSMENT AND REPORTING.....	8
MINIMUM STANDARDS.....	8
HOW TO CHOOSE YOUR SUBJECT IN EDVAL.....	9
YEAR 11 SUBJECT CHOICES SUMMARY TABLE.....	10
BOARD DEVELOPED COURSES CATEGORY A and B.....	12
COMPULSORY ENGLISH COURSES	13
English Standard.....	13
English Advanced.....	14
English Extension.....	15
English Studies.....	16
BOARD DEVELOPED COURSES CATEGORY A.....	17
Aboriginal Studies.....	17
Agriculture.....	18
Ancient History.....	19
Biology.....	20
Business Studies.....	21
Chemistry.....	22
Community and Family Studies.....	23
Dance.....	24
Drama.....	25
Food Technology.....	26
Geography.....	27
Industrial Technology: Multimedia Technologies.....	28
Industrial Technology: Timber Products and Furniture.....	29
Investigating Science.....	30
Legal Studies.....	31
Mathematics Standard.....	32
Mathematics Advanced.....	33
Mathematics Extension.....	34
Mathematics Extension 2.....	35
Modern History.....	36
Music 1.....	37
PDHPE.....	38
Physics.....	39
Software Design and Development.....	40
Textiles and Design Studies.....	41
Visual Arts.....	42
BOARD ENDORSED COURSES (CEC) CATEGORY B.....	43
Aboriginal Languages.....	44
Exploring Early Childhood.....	45
Sport Leisure and Recreation.....	46
BOARD DEVELOPED (VET) VOCATIONAL EDUCATION COURSES CATEGORY B	47
Certificate III in Information, Digital Media and Technology.....	50
Certificate II in Construction Pathways.....	51
Certificate I in Engineering and Statement of Attainment towards Certificate II in Engineering Pathways.....	52
Certificate II in Hospitality.....	53
Certificate II in Kitchen Operations.....	54
Certificate III in Retail.....	55
Certificate II in Rural Operations.....	56
SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS	57
EXTERNALLY DELIVERED (EVET) BOARD DEVELOPED COURSES.....	58
Externally Delivered VET (EVET).....	58
Automotive - Mechanical Technology.....	59
Electro-Technology.....	59
Human Services - Nursing 300HR Course.....	60
Human Services - Allied Health Assistance.....	60
Business Services - Certificate II Business.....	61
EXTERNALLY DELIVERED BOARD ENDORSED COURSES	61
Beauty Services – Make Up.....	61
Salon Assistant.....	62
Early Childhood Education and Care.....	62
Student planning sheet.....	63

PRINCIPALS MESSAGE TO YEAR 10 STUDENTS

Young High School believes in promoting choice and opportunity for students. With our wide selection of senior courses all senior students have the opportunity to gain a HSC qualification. Whether you are looking towards university entry, an apprenticeship or trade or moving into the workforce, students have the opportunity to study selected subjects, therefore increasing student engagement and commitment towards their learning and life after school.

This booklet outlines the subjects that Young High School can offer. Obviously, not all courses will have a class established as the formation of a class is based on a critical mass of students selecting that subject.

You should seek as much advice as possible before you make any decision regarding your subject choices. There are many people that you can consult: the Head Teachers and Teachers of each subject, your Year Adviser, Careers Adviser, Deputy Principal, Principal as well as your parents. Choose wisely because the elective lines are determined by your choices, staff availability and class size. Please take the advice of your teachers who have experience and know your ability to cope with different subject levels.

The academic demands of Year 11 are greater than those of Year 10. At Young High School, there is an expectation that every student will make the most of their education opportunity and allow others to do the same.

You will find that as you become more mature, bonds of mutual respect grow between you and your Teachers and that you will have greater participation in school activities and more opportunity to develop individual talents.

Positive results will be achieved if you work consistently and to the best of your ability.

When students are making their subject choices I ask that they consider a few points:

- If you wish to gain an ATAR you need to be more selective in your subject selection
- Consider selecting subjects you are good at and enjoy
- Select subjects you have the ability to do
- Think about what you want to do when you leave school and how different subjects can help you get there
- Consider your overall subject selection to see if you have a good balance
- Talk to a range of people to help you make your choices
- Do NOT select subjects based on what your friends are doing
- Do NOT select subjects based on who you think will be teaching them.

The decisions you make need to be based on making the best choice for you to prepare you for the future you want.

I look forward to being part of this very exciting journey you are undertaking.

Anna Barker

Acting Principal

2020

INFORMATION ABOUT THE HSC

GENERAL INFORMATION

The aim of this book is to help you choose your courses for Year 11 and 12. This is your introduction to the HSC and the many options available.

Further information can be found [HERE](#) on the National Education Standards Authority (NESA) home page:

ELIGIBILITY TO RECEIVE THE AWARD OF THE HSC

The HSC is the highest secondary educational award you can gain in New South Wales. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

To qualify for the Higher School Certificate students must:

- Complete **12 units of Year 11** Courses and **10 units of Year 12** Courses.
- **Complete the requirements of each course**, including any prescribed practical, oral or project works required for specific courses.
- **Complete the assessment requirements** for each course.
- Sit for and make a serious attempt at the **HSC Examinations**.

THE HSC CURRICULUM & TYPES OF COURSES OFFERED

A subject is the general name given to an area of study. A course is a branch of study within a subject. A subject may have several different courses, for example, with the subject English the course will include English Standard, English Advanced, HSC English Extension 1, etc.

BOARD DEVELOPED COURSES

These are the courses which are set and examined by Education Standards that also contribute to the calculation of the ATAR. A list of courses can be viewed on the NESA website. These courses have a compulsory examination at the end of the course,

BOARD ENDORSED COURSES

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

SPECIAL EDUCATION (LIFE SKILLS)

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

VOCATIONAL EDUCATION & TRAINING COURSES - BOARD DEVELOPED OR BOARD ENDORSED (VET)

VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR. Check with your school about whether this will be possible for you.

Course Type	Board developed	Board Endorsed	VET/EVET
<i>Example</i>	<i>Mathematics</i>	<i>Sport, Lifestyle and Recreation (SLR)</i>	<i>Hospitality</i>
HSC Eligible	✓	✓	✓
ATAR Eligible	✓	✗	✓

UNITS OF STUDY

MANDATORY STUDY REQUIREMENT

English is a compulsory subject and both Year 11 & 12 courses must contain at least 2 units of English.

To be eligible to receive the award of HSC you must satisfactorily complete:

- 12 units in your Yr 11 study pattern (Yr 11 - 3 terms).
- 10 units in your Yr 12 study pattern (Yr 12 - 4 terms, starting term 4 Yr 11).

Both study patterns must include:

- At least 2 units of a Board Developed course in English.
- At least 6 units of Board Developed courses.
- At least 3 courses of 2 unit value or greater.
- At least 4 subjects.

No more than 6 units of courses in Science can contribute to the 12 Preliminary units and 7 units of courses in science can contribute to the 10 HSC units required for the award of the HSC.

ATAR (AUSTRALIAN TERTIARY ADMISSION RANK)

To be eligible for an ATAR a student must complete at least 10 units of Board Developed HSC Courses including:

- At least 2 units of English.
- A maximum of 2 units of Category B courses (all Board developed VET and EVET courses as well as English Studies and Maths Standard 1 (Yr 12 only) are Category B courses).

The ATAR is based on an aggregate score of scaled marks in ten units of Board Developed Courses comprising:

- The best 2 units of English
- The best eight units from the remaining units, subject to the provision that **no more than 2 units of Category B courses be included.**

Please note:

- The ATAR is shown on a separate form to your HSC and is a rank between 0 and 99.95. This indicates the student's position in relation to all other HSC candidates.
- The ATAR is used to decide which students qualify to enter university and which students will be offered positions in particular courses at university.
- The ATAR ranks all students on the basis of their HSC results after the results have been scaled according to a specific set of criteria.
- It is very difficult to predict the ATAR from the marks shown on the HSC results because a scaled mark is used to rank students.
- You can only count ONE Category B course towards an ATAR
- Not every student is seeking an ATAR – that is OK

MAKING YOUR DECISION

GOLDEN RULES AND WHAT COURSES TO CHOOSE

Choose courses that interest you and will assist you with your future pathways to work or continued study. If you are unsure **please seek advice from a subject Head Teacher, subject Teacher or Deputy.** Choose courses that you feel confident with and feel capable of undertaking the assessment tasks and workload.

- | | |
|--------------------|--|
| A BILITY | Choose subjects you are good at, can do well at and enjoy |
| I NTEREST | Choose the subjects that you are interested in studying |
| M OTIVATION | Choose the subjects that you really want to learn so that you can meet your future goals |

WORDS OF ADVICE

The subject choice for the HSC is an extremely important one and students will often be presented with extensive options for achieving their final goal:

- Gather as much information as possible from a wide variety of sources e.g. talk to current year 11 and 12 students, Teachers, Year Advisor, Careers Advisor and subject Teachers and Head Teacher. Consider advice carefully.
- **Be honest with yourself in terms of your ability to undertake a particular subject and your willingness to apply yourself to a subject.**
- Not all subjects offered can be timetabled.
- The timetable is formed from student subject choices.
- Students are required to choose 12 units, ranking the subjects in priority order.
- Students are required to nominate reserve subjects in the event an original subject choice doesn't run.
- Students may be advised that a course may not be an appropriate choice for various reasons and further discussion must be had with the Head Teacher and the Principal or Deputy Principal.

Consider any additional course requirements listed. These requirements often take notable time away from other courses and students will need to be well-planned, motivated and organised to balance these requirements successfully.

- Does the course have a major work? Most teachers would advise against undertaking two major work courses without careful consideration.
- Does the course involve work placement that may take you away from your timetabled lessons? You are expected to complete any and all outstanding work during these times.

Consider potential requirements for any areas of Tertiary study you may be interested in. The Careers Adviser is an excellent source of advice and support on Tertiary prerequisites.

WHAT NOT TO DO - DO NOT

- **Choose a subject because your friends choose them** or because you're told you should be doing it.
- Approach your subject with the attitude that you can "try" the subject and change later if you don't like them.
- Play the scaling game. You will not be "scaled up" for choosing a "hard" subject. Your scaled mark for any course relates to your performance in that course and the quality of the other candidates in that course. The scaling process will not advantage you.
- Choose subjects based on excursions or because you believe that the course is a "bludge" subject.

CHANGING OF COURSES

Students **MUST CHOOSE CAREFULLY**. Once the subject lines have been constructed students will be strongly discouraged to change subjects. Under certain circumstances the Principal/Deputy Principal may approve a change of subject following a meeting with the student and parent/carer.

- Applications to change may be declined.
- Subject change meetings must be held before week 5.

Students may choose to reduce their subject load at the completion of Year 11 and carry 10 units through to the end of Year 12. This will only be approved after a parent and student meeting with the Principal/Deputy Principal where all options are considered carefully.

SCENARIOS OF CHOICES

John has chosen to do PDHPE because he enjoys sport and has a keen interest in sports science, health and how the body functions. John will most likely achieve success and enjoy the course as he has an interest in the course content.

Jenny has chosen to do PDHPE because she wants to play sport and doesn't want too many assessments and isn't really interested in health or how the body functions. Jenny starts the course and doesn't like it as she thought she would be playing sport and learning about coaching. She now wants to change to Sports, Lifestyle and Recreation as she doesn't want an ATAR.

Maddox wants an ATAR and chooses to do music because he likes listening to music and is a good singer. He thinks it might be an easy course, even though he can't read music. He starts the course and realises that there's a lot he doesn't understand but is enjoying the learning, even though it's harder than he thought. He can choose to either work hard to keep up or change to another Category A subject that he would feel comfortable achieving success in.

ASSESSMENT AND REPORTING

The HSC is based on a standards referenced framework. Student performance is assessed and reported against standards of achievement established for each course. The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each course.

The HSC mark for 2 unit courses

This mark is reported on a scale of 0 - 100. A mark of 50 represents the minimum standard expected. There are 5 performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6 corresponds to the highest level of achievement, indicating a range of marks between 90 and 100.

- **50% of your mark comes from the HSC examination.**

School-based assessment tasks

These are designed to measure performance in a wide range of objectives that may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus.

- **School based assessment tasks contribute to 50% of the HSC mark.**

HSC results for VET courses are delivered at two levels. Assessment is competency based, with students receiving a competency log. An external exam is optional and will represent 100% of their mark in this course for the HSC. Completion of school-based assessment tasks for each Board Developed HSC Course, other than VET courses is required. For VET courses a competency based assessment program will apply.

On satisfactory completion of the HSC, students receive:

- The official certificate confirming achievement of all requirements for the award of the HSC.
- The document listing the results of each course satisfactorily completed. This also reports the marks and bands achieved.
- Course Reports
- Reports of marks, the Performance Scale and Band Descriptors for each course (except VET courses).
- AQF Certificate in VET or Statement of Attainment.

MINIMUM STANDARDS

Students need reading, writing and numeracy for everyday life after school. This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC.

To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life.

Students do not need to sit the reading, writing or numeracy test(s) if they achieved Band 8 or above in the respective Year 9 NAPLAN test(s).

WHAT HAPPENS IF A STUDENT DOESN'T MEET THE HSC MINIMUM STANDARD?

From 2020, only students who meet the HSC minimum standard will receive a HSC credential.

Students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit HSC exams
- Receive HSC assessment and exam results
- Receive an ATAR
- Receive a Record of School Achievement.

HOW TO CHOOSE YOUR SUBJECT IN EDVAL

Year 10 – for Year 11 and 12

STEP 1.

Check your email for your Edval subject selection web-code and follow the link.

STEP 1: Click: spring.edval.education/login

STEP 2: Enter the following WebCode:

STEP 3: Select subjects you want, in order of your PREFERENCE (Important).

STEP 4: Click [Submit].

STEP 2.

Enter your web-code in the link.

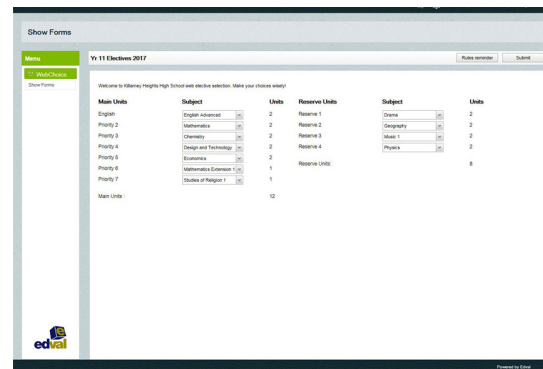
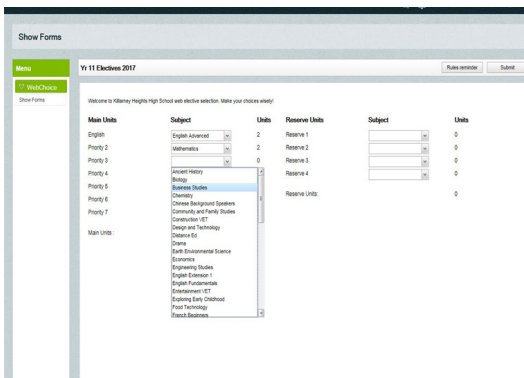


STEP 3.

- Select your subjects from the main units by clicking on the drop-down button for each entry and selecting a subject.
- Select your reserves from the 'Reserve units' by also clicking on the drop-down button for each entry and selecting a subject.

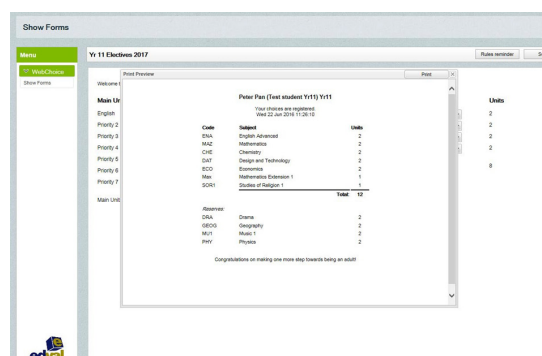
STEP 4.

Once all your subject choices have been filled out, confirm your preferences and then click Submit. A warning message will appear if an incorrect choice has been made. Make the correction and Submit again



STEP 5.

A receipt of your preferences will be shown on the screen as seen in this screen-shot. You need to print this, to be signed by student and parents/carer and return it to your Year Advisor. Print another for your records. Click OK to exit.



YEAR 11 SUBJECT CHOICES SUMMARY TABLE

	YEAR 11 and 12 COURSES (alphabetical)	UNIT VALUE	AVAILABLE		CATEGORY
			Yr 11	Yr 12	
Board Developed Courses	Aboriginal Studies	2	✓	✓	A
	Agriculture	2	✓	✓	A
	Ancient History	2	✓	✓	A
	Biology	2	✓	✓	A
	Business Studies	2	✓	✓	A
	Chemistry	2	✓	✓	A
	Community and Family Studies (CAFS)	2	✓	✓	A
	Dance	2	✓	✓	A
	Drama	2	✓	✓	A
	English Advanced	2	✓	✓	A
	English Extension	1	✓	✓	A
	English Standard	2	✓	✓	A
	English Studies	2	✓	✓	B
	Food Technology	2	✓	✓	A
	Geography	2	✓	✓	A
	Industrial Technology (Multimedia)	2	✓	✓	A
	Industrial Technology (Timber)	2	✓	✓	A
	Investigating Science	2	✓	✓	A
	Legal Studies	2	✓	✓	A
	Mathematics Standard	2	✓		A
	Mathematics Standard 1	2		✓	B
	Mathematics Standard 2	2		✓	A
	Mathematics Advanced	2	✓	✓	A
	Mathematics Extension	1	✓	✓	A
	Mathematics Extension 2	1		✓	A
	Modern History	2	✓	✓	A
	Music 1	2	✓	✓	A
	PDHPE	2	✓	✓	A
	Physics	2	✓	✓	A
	Software, Design and Development	2	✓	✓	A
Textiles and Design	2	✓	✓	A	
Visual Arts	2	✓	✓	A	
Con- tent	Aboriginal Languages	2	✓	✓	No
	Exploring Early Childhood	2	✓	✓	No
	Sport Lifestyle and Recreation (SLR)	2	✓	✓	No

	VET Year 11 and Year 12 Courses	HOURS	UNIT VALUE	AVAILABLE		CATEGORY
				Yr 11	Yr 12	
Vocational Education	Information, Digital Media and Technology	240	2	✓	✓	B
	Construction	240	2	✓	✓	B
	Engineering and Engineering Pathways	240	2	✓	✓	B
	Hospitality	240	2	✓	✓	B
	Kitchen Operations	240	2	✓	✓	B
	Retail	240	2	✓	✓	B
	Rural Operations	240	2	✓	✓	B
	EVET Year 11 and Year 12 Courses	HOURS	UNIT VALUE	AVAILABLE		CATEGORY
				Yr11	Yr 12	
TAFE Delivered Courses	Automotive Vocational Preparation – Mechanical Technology	240	2	✓	✓	B
	Electro-technology – Career Start	240	2	✓	✓	B
	Human Services - Nursing	240	2	✓	✓	B
	Human Services – Allied Health Assistant	240	2	✓	✓	B
	Business Services - Certificate II Business	240	2	✓	✓	B
	Beauty Services - Make up	240	2	✓	✓	No
	Salon Assistant	240	2	✓	✓	No
	Early Childhood Education and Care	240	2	✓	✓	No

NOTE: Where EVET and VET courses are studied for the HSC, two units ONLY may be counted towards an ATAR.

- Students may only study one TAFE course.
- These are courses that are on offer. NOT all courses will run as it is dependent on student selections.

CHECKLIST

- Have you chosen courses that you're interested in?
- Do you feel confident that you will succeed in the courses that you've chosen?
- Do your courses complement each other?
- Have you considered the amount of major works you will undertake and how they may affect your other courses?
- Do any of your courses have work placement? (If they do, remember that you will need to catch up on work missed)
- Have you considered how courses may assist or affect your chances or future pathways beyond school?

FURTHER INFORMATION

If you are in doubt about your choices ASK! ASK! ASK! Everyone wants you to make the best choice for you and your education. There are a range of places you can get more specific information to support your preference listing...

- Information sessions provided by staff.
- The Parent Information Evening.
- Your teachers, Head Teachers, subject teachers.
- Ask for copies of the textbook or similar information sources.
- Look up the NESA syllabus online.
- Students who are currently doing the course.
- Careers Advisor for advice on careers, tertiary institution requirements, TAFE NSW courses VET courses.
- Deputy Principal regarding curriculum requirements and subject combination.
- Year Advisors for assistance in working through the process and discussing your areas of strength.
- University Entry Requirements Year 10 Book produced by University Admissions Centre (UAC) [CLICK HERE](#)

**BOARD DEVELOPED COURSES
CATEGORY A and B**

COMPULSORY ENGLISH COURSES

ENGLISH STANDARD

UNITS: 2 UNITS

Prerequisites/Recommendations: n/a

Contact Person: Ms Allen

ATAR CATEGORY A

Exclusions: n/a

COURSE DESCRIPTION

http://syllabus.nesa.nsw.edu.au/assets/english_standard/english-standard-stage-6-syllabus-2017.pdf

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

YEAR 11 COURSE TOPICS

Common module – Reading to Write: Transition to Senior English

Module A: Contemporary Possibilities

Module B: Close Study of Literature

YEAR 12 COURSE TOPICS

Common module – Texts and Human Experiences

Module A: Language, Identity and Culture

Module B: Close Study of Literature

Module C: The Craft of Writing

COURSE REQUIREMENTS

Students complete 120 indicative hours

The Year 11 course requires students to work through three separate modules which require wide reading, critical analysis and the composition of a variety of texts for different purposes.

EXCURSIONS

HSC Study day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Students can undertake journalism, teaching, public servant positions in policy analysis, police force, advertising, marketing.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Standard English is an ATAR course.

This level of English is necessary to enter university.

Students who enjoy reading and writing about literature.

The most challenging aspect about this course is:

Writing extended essay responses.

The most rewarding aspect about this course is:

This course will further the analytical skills of students when working with texts from different genres and will give students the opportunity to discuss and write creatively and analytically.

ENGLISH ADVANCED

UNITS: 2 UNITS

ATAR CATEGORY A

Prerequisites/Recommendations: High level English results in Year 10 course

Contact Person: Ms Allen

Exclusions: n/a

COURSE DESCRIPTION

http://syllabus.nesa.nsw.edu.au/assets/english_advanced/english-advanced-stage-6-syllabus-2017.pdf

The English Advanced course is designed for students who have a particular interest and ability in the subject. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range cultural contexts, including Australia and literature from the past and present.

YEAR 11 COURSE TOPICS

Common module: Reading to Write

Module A : Narratives that shape our world

Module B : Critical Study of Literature

YEAR 12 COURSE TOPICS

Common module: Texts and Human Experiences

Module A : Textual conversations

Module B : Critical study of literature

Module C : The Craft of Writing

COURSE REQUIREMENTS

Complete 120 indicative hours

The Year 11 course requires students to complete three separate modules which involves wide reading, critical analysis, composition of a variety of text types, forming one's own opinion and interpretation about texts and a commitment to independent learning.

EXCURSIONS

HSC Study Day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Journalism, teaching, professional writing, advertising, research, media presenters, policy analysts.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Those students that have achieved at a high level in Year 10 English.

Those students who can write an analytical essay and original creative writing pieces.

Those students who enjoy reading, discussing and research of literature.

The most challenging aspect about this course is:

The analytical essay writing, close analysis of extracts and being independent readers and researchers.

The most rewarding aspect about this course is:

Students have the opportunity to read and write about literature at a high level which involves the student in reflecting on their processes of composing and responding to high order literary texts.

ENGLISH EXTENSION

UNITS: 1 UNIT

ATAR CATEGORY A

Prerequisites/Recommendations: Students must be studying Advanced English course

Contact Person: Ms Allen

Exclusions: as above

COURSE DESCRIPTION

<https://educationstandards.nsw.edu.au/wps/wcm/connect/ef2f08c8-4425-4a0b-9182-d0aef12b1dad/english-extension-stage-6-syllabus-2017.pdf?MOD=AJPERES&CVID=>

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

YEAR 11 COURSE TOPICS

Module: Texts, Culture and Value.

Related research project.

YEAR 12 COURSE TOPICS

Common module: Literary Worlds with ONE elective option.

The study of at least THREE texts must be selected from the prescribed list including at least TWO extended print texts.

Students are required to study at least TWO related texts.

COURSE REQUIREMENTS

Students complete 60 hours

Students undertake the common module

Students undertake the related independent research project

EXCURSIONS

HSC Study day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Professional writer, journalism, teaching and analyst.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students that can read, enjoy and analyse complex texts, undertake independent research, can write high level analytical essays, enjoy discussing literature and can write imaginatively at a high level.

The most challenging aspect about this course is:

Being an independent learner and researcher.

The most rewarding aspect about this course is:

The opportunity to discuss literature at a challenging level.

ENGLISH STUDIES

UNITS: 2 UNITS

Prerequisites/Recommendations: nil

Contact Person: Ms Allen

ATAR CATEGORY B

Exclusions: Nil

COURSE DESCRIPTION

http://syllabus.nesa.nsw.edu.au/assets/english_studies/english-studies-stage-6-syllabus-2017.pdf

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course.

YEAR 11 COURSE TOPICS

Mandatory module – Achieving through English: English in education, work and community.
There are 12 modules in the preliminary course of which 2 -4 modules are studied.

YEAR 12 COURSE TOPICS

Mandatory common module – Texts and Human Experiences
There are also 12 modules in the HSC course of which 2 – 4 modules are to be studied.

COURSE REQUIREMENTS:

Students complete 120 hours

Students study and complete the mandatory module

Students complete the additional 2 – 4 modules from the elective modules

EXCURSIONS

HSC Study day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Studying English Studies can prepare students for many TAFE courses. This course also prepares students for the world of work and may also allow students to enter tertiary courses.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Those students who have difficulty writing essays and reading novels and extended texts. Students who are not interested in receiving an ATAR. It is possible students may still be eligible for an ATAR if selected as their only Category B subject.

The most challenging aspect about this course is:

There is still the expectation that students read texts, be able to discuss these texts and make a written response about the texts being studied. There are still assignments and assessments to be completed.

The most rewarding aspect about this course is:

Students can link their English modules to the world they live and work in and the community to which they belong.

BOARD DEVELOPED COURSES

CATEGORY A

ABORIGINAL STUDIES

UNITS: 2 UNITS

Prerequisites/Recommendations: Nil

Contact Person: Mrs Schiller

ATAR CATEGORY A

Exclusions: n/a

COURSE DESCRIPTION

<http://educationstandards.nsw.edu.au/wps/wcm/connect/ebd3a712-df29-435e-a106-a21e51f21651/aboriginal-studies-st6-syl-from2012+Aboriginal+Studies.pdf?MOD=AJPERES&CVID=>

The Year 11 course is structured to provide students with an historical body of knowledge from pre-contact times to the 1960's and the impact of government policies and how this affected Aboriginal Australians. This course involves working closely with the local Aboriginal community.

YEAR 11 COURSE TOPICS

Aboriginality and the Land

Heritage and Identity

International Indigenous Community, Comparative Study

Research and Inquiry Methods, Local Community Case Study

YEAR 12 COURSE TOPICS

Social Justice and Human Rights Issues Part 1

Global perspectives and 2 Case Studies

Aboriginality and the Land or Heritage and identity Part 2

Research and Inquiry Methods, Major Project

COURSE REQUIREMENTS

The preliminary course comprises four sections. Students are required to study all four sections of the course.

EXCURSIONS

HSC Course Study day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Teacher, researcher, foreign affairs, archaeologist, writer, working in museums, and working in fields that require knowledge of Aboriginal history.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students with an interest in Aboriginal societies and asking questions about the past and an interest in the world's and Australia's Aboriginal heritage.

The most challenging aspect about this course is:

Writing extended responses and understanding government policies and practices and their consequences for Aboriginal people.

The most rewarding aspect about this course is:

Understanding and appreciating how Aboriginal Australians have coped with many social and political issues over the latter part of the twentieth century. Learning about other indigenous communities across the world and comparing these societies with Aboriginal Australian communities.

AGRICULTURE

UNITS: 2 UNITS

ATAR CATEGORY A

Prerequisites/Recommendations: Students do not need to have studied agriculture in year 10. Students keen to study agriculture should consider also studying VET Primary Industries which provides a more practical course than the more academic agriculture course.

Contact Person: Mr Minehan

Exclusions: n/a

COURSE DESCRIPTION

<http://educationstandards.nsw.edu.au/wps/wcm/connect/c3e2e8e3-1a77-4ece-8993-6ef97a4bc5cb/agriculture-amended-st6-syl-2013+Agriculture.pdf?MOD=AJPERES&CVID=>

The Agriculture course challenges students academically as well as providing them with a range of practical skills and the awareness of technologies associated with agriculture. Agriculture provides opportunities for multiple pathways to employment and further education. The preliminary course studies the interactions between agricultural production, marketing and management, while considering the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course. The HSC course builds on the preliminary course. It examines the complexity and scientific principles of the components of agricultural production.

The farm as a fundamental production unit, provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from national to international contexts.

YEAR 11 COURSE TOPICS

Overview of Australian Agriculture; The Farm Case Study; Plant Production; Animal Production

YEAR 12 COURSE TOPICS

Core Topics: Plant/Animal Production; Farm Product Study

One elective chosen from: Agri-Food, Fibre & Fuel Technologies; Climate Challenge; Farming for the 21st Century

COURSE REQUIREMENTS

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

EXCURSIONS

Farm case study: Farm Product Study

COURSE COSTS

\$30

EXTERNAL ASSESSMENT

A three hour written HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

The agriculture course provides the foundation for a range of careers, including farm equipment sales; agro-chemical sales; livestock agent.

Further studies in Agriculture at university would be appropriate for careers in areas such as agronomy; research; farm business economics; pest and weed control research; agro-chemical research; agricultural engineering; biosecurity; sustainability research, agriculture/science teaching

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have an interest in studying Agriculture at a HSC level, or are considering going on to study Agriculture at the tertiary level

The most challenging aspect about this course is:

Literacy skills are needed for researching and writing reports; the scientific skills required to design and conduct scientific investigations; the mathematical skills needed to manipulate data collected from investigations

The most rewarding aspect about this course is:

The satisfaction of developing agricultural understanding and practical skills to solve farming problems that affect specific enterprises

ANCIENT HISTORY

UNITS: 2 UNITS

ATAR CATEGORY A

Prerequisites/Recommendations: Nil

Contact Person: Ms Cooke

Exclusions: Nil

COURSE DESCRIPTION

http://syllabus.nesa.nsw.edu.au/assets/ancient_history/ancient-history-stage-6-syllabus-2017.pdf

The Year 11 course is structured to provide students with the opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

YEAR 11 COURSE TOPICS

Trowelling Troy - Beg, Borrow and Steal

Power and Perception

Teotihuacan

Frozen in Time

YEAR 12 COURSE TOPICS

Core Study - Cities of Vesuvius, Pompeii and Herculaneum

Ancient Societies

Personalities in their times

Historical Periods

COURSE REQUIREMENTS

The course is made up of four sections and students are required to study all sections of the course.

EXCURSIONS

HSC Study day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Teacher, researcher, foreign affairs, archaeologist, writer, working in museums

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students with an interest in ancient societies and asking questions about the past and an interest in the world's cultural heritage.

The most challenging aspect about this course is:

Writing extended responses

The most rewarding aspect about this course is:

Working with archaeological sources and learning about the conservation and preservation of ancient sites

BIOLOGY

UNITS: 2 UNITS

ATAR CATEGORY A

Prerequisites/Recommendations:

As a guide, students should be performing strongly in their Year 10 science and mathematics courses, usually achieving a "High" or "Outstanding" grade on classwork and assessment tasks. Students must be prepared to work consistently in class, and complete out of class study and homework – typically an hour per day. Students must be prepared to work independently and/or collaboratively on each depth study. It is strongly recommended that students choose the 2 unit mathematics course to complement their biology studies. Certain universities require 2 unit mathematics as a pre-requisite for science-based courses.

Contact Person: Ms V Greenaway,

Exclusions: students are not permitted to study more than 6 units of science.

COURSE DESCRIPTION

<http://syllabus.nesa.nsw.edu.au/science>

The Biology course 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 in depth the causes of biodiversity in Biology and its significance in finding solutions to health and sustainability issues in a changing world.

The Biology course develops student's scientific investigative skills, problem-solving skills and critical thinking skills to understand the natural environment. Students are provided with opportunities to design and conduct investigations both individually and collaboratively.

YEAR 11 COURSE TOPICS

- Investigating and explaining cells' internal structure and biochemical processes
- Explaining the structure and function of multicellular organisms, how the coordinated activities of cells, tissues and organs contribute to the functioning of organisms
- Learning about biological diversity and explaining the relationships between organisms in terms of specialisation and evolution of species
- Analysing ecosystem dynamics and the interrelationships of organisms within the ecosystem

YEAR 12 COURSE TOPICS

- Analysing how characteristics are inherited, the role of DNA, and the processes of reproduction
- Learning about natural genetic change and the use of genetic technologies such as genetic engineering
- Analysing infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- Explaining non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

COURSE REQUIREMENTS

At least one depth study is included in Year 11 and in Year 12, each requiring a minimum of 15 hours of in-class time. A depth study is any type of investigation/activity that allows the further development of concepts found within, or inspired by the syllabus. It may be one investigation/activity or several shorter ones. A depth study can be completed individually or collaboratively.

EXCURSIONS An assessment task may require participation in a biology field trip.

COURSE COSTS Nil

EXTERNAL ASSESSMENT HSC Examination - 3 Hours

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

The biology course provides the foundation for undertaking post-school studies in a wide range of science, technology, engineering and mathematics (STEM) fields.

Most university science-based courses require successful completion of an HSC science course such as biology.

Further studies in biology at university would be appropriate for careers in areas such as ecology, environmental protection, microbiology, medicine, allied health, genetics, biology research, science teaching, and forensic science.

Even for students not pursuing a science at university, a solid performance in HSC biology demonstrates that the student is: competent in scientific thinking; able to study and describe complex relationships; able to undertake scientific investigations; and work independently and collaboratively.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Have an interest in and passion for understanding how living things function and are considering a related university science course. Student who have a high level of interest and achievement gained in Year 10 science particularly in the topics of ecosystems, disease, natural selection, evolution, DNA and genetics.

The most challenging aspect about this course is:

Learning detailed content, such as microscopic and cellular structures, biochemistry and specific biology terminology. Acquiring the literacy skills required for researching and writing. The mathematical skills required in handling large / small numbers, and manipulating data and equations. Working independently and setting interim goals on research and investigations.

The most rewarding aspect about this course is:

The satisfaction of better understanding the origin of biodiversity, and aspects of personal health.

BUSINESS STUDIES

UNITS: 2 UNITS

ATAR CATEGORY A

Prerequisites/Recommendations: Nil

Contact Person: Mrs Wilkinson

Exclusions: Nil

COURSE DESCRIPTION

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

Business Studies is a subject that provides students with insight, knowledge and experience into the functioning of business. Students examine real-world and hypothetical business case studies to determine how businesses succeed or while others fail. In the Year 11 course, students will examine the foundations of business structures, perspectives on effective business management approaches and how to plan a successful business.

In the Year 12 course, students will examine how businesses operate, strategies to market products and services, effective management of finances, and obligations surrounding employees.

Students are not required to have studied Commerce in Year 9-10 to be successful in Business Studies.

YEAR 11 COURSE TOPICS

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

YEAR 12 COURSE TOPICS

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 REQUIREMENTS

All Preliminary and HSC topics are mandatory.

EXCURSIONS

HSC Study day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination – 3 hours.

- Multiple Choice (20 marks)
- Short Answer Questions (40 marks)
- Business Report (20 marks)
- Essay (20 marks)

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Studying Business Studies will be beneficial to students interested in employment and further studies in Business, Commerce, Accounting, Marketing, Management, and Banking/Finance.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Any student with an interest in how businesses operate and potentially may wish to start a business in the future. Students who have shown a high level of interest or attainment in Year 9-10 Commerce is an indicator of suitability.

The most challenging aspect about this course is:

Students are required to recall a large volume of content including specific business terminology and concepts. Students must be able to relate theoretical concepts to real world case studies. Extended response writing is a major component of assessment.

The most rewarding aspect about this course is:

Business Studies covers practical concepts that students will be easily able to relate to the real world. Students may be able to apply concepts learnt in starting their own business in the future.

CHEMISTRY

UNITS: 2 UNITS

ATAR CATEGORY A

Prerequisites/Recommendations: As a guideline, to be successful in this subject, students should be performing strongly in their Year 10 science and mathematics courses, usually achieving a “High” or “Outstanding” grade on classwork and assessment tasks. Students must be prepared to work consistently in class, and complete out of class study and homework – typically an hour per day. Students must be prepared to work independently and/or collaboratively on each depth study. It is strongly recommended that students choose the 2 unit mathematics course to complement their chemistry studies. Certain universities require 2 unit mathematics as a pre-requisite for science-based courses.

Contact Person: Mrs Rathjen, Mr Laker

Exclusions: students are not permitted to study more than 6 units of science.

COURSE DESCRIPTION

<http://syllabus.nesa.nsw.edu.au/science>

The Chemistry course explores the structure, composition and reactions of and between elements, compounds and mixtures; the discovery and synthesis of new compounds; the monitoring of elements and compounds in the environment. Industrial processes and their applications to life processes are also investigated for their role in future industries and Earth’s sustainability. The course further develops an understanding of chemistry through the application of working scientifically skills. It focuses on exploring models, and how an understanding of theories and laws allows us to predict the behaviour of chemicals. Chemistry involves using specialised representations, explanations, predictions and creativity, especially in the development of new materials. It requires students to use their imagination to visualise the dynamic and miniature world of atoms.

YEAR 11 COURSE TOPICS

- Developing knowledge and understanding of the basics of chemistry and chemical reactions
- Exploring the properties and trends in the physical, structural and chemical aspects of matter
- Exploring many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- Analysing energy inputs and outputs of chemical reactions

YEAR 12 COURSE TOPICS

- Developing knowledge and understanding of equilibrium and acid reactions
- Developing knowledge and understanding of the applications of chemistry
- Describing, explaining and measuring acids and bases
- Analysing the structure of, and predicting reactions involving carbon

COURSE REQUIREMENTS

At least one depth study is included in Year 11 and in Year 12, each requiring a minimum of 15 hours of in-class time. A depth study is any type of investigation/activity that allows the further development of concepts found within, or inspired by the syllabus. It may be one investigation/activity or several shorter ones. A depth study can be completed individually or collaboratively.

EXCURSIONS Nil

COURSE COSTS Nil

EXTERNAL ASSESSMENT HSC Examination - 3 Hours

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

The Chemistry course provides the foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields.

Most university science-based courses require successful completion of an HSC Science course such as Chemistry.

Further studies in Chemistry at university would be appropriate for careers in areas such as chemistry, pharmacy, electronics, nanotechnology, engineering, energy research, forensic science, toxicology, biochemistry and science teaching.

Even for students not pursuing a science at university, a solid performance in HSC Chemistry demonstrates that the student is: competent in scientific thinking; able to study and describe complex relationships; able to undertake scientific investigations; and work independently and collaboratively.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course? Students who have an interest and passion in understanding and explaining chemical phenomena and are considering a science university course. Students who have a high level of interest and achievement gained in Year 10 Science, particularly the topics of chemical reactions, the periodic table, reaction types and materials.

The most challenging aspect about this course is: Learning detailed content and specific chemistry terminology. The literacy skills required for researching and writing. The mathematical skills required in handling large and small numbers, and manipulating data and equations. Working independently on research and investigations.

The most rewarding aspect about this course is: The satisfaction of better understanding the impact of Chemistry in the world we live in.

COMMUNITY AND FAMILY STUDIES

UNITS: 2 UNITS

Prerequisites/Recommendations: Nil

Contact Person: Mrs Brown

ATAR CATEGORY A

Exclusions: Nil

COURSE DESCRIPTION

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/community-family-studies.html

Community & Family Studies is designed to develop an understanding of the diverse nature and interdependence of families and communities. This course focuses on skills in resource management that society requires to function effectively in their everyday lives as part of a family and a community. It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities they have in contributing to society.

YEAR 11 COURSE TOPICS

Resource Management - Basic concepts of the resource management process (approximately 20% of course time).

Individuals and Groups - The individual's roles, relationships and tasks within groups (approximately 40% of course time).

Families and Communities - Family structures and functions and the interaction between family and community (approximately 40% of course time).

YEAR 12 COURSE TOPICS

Research Methodology - Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).

Groups in Context - The characteristics and needs of specific community groups (approximately 25% of course time).

Parenting and Caring - Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

Plus one optional strand - Family and Societal Interactions - Government and community structures that support and protect family members throughout their lifespan. (Approximately 25% of course time).

Social Impact of Technology - The impact of evolving technologies on individuals and lifestyle.

Individuals and Work - Contemporary issues confronting individuals as they manage roles within both their family and work environments

COURSE REQUIREMENTS

As part of the HSC, students are required to complete an Independent Research Project. 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.

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination – 3 hours.

Written paper consisting of two sections

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

This subject provides students with a valuable foundation for a range of courses and employment opportunities such as; Psychology, social work, nursing, teaching, human resource management, business management, communications.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students with an interest in studying skills necessary for everyday independent living.

The most challenging aspect about this course is:

Students are required to develop and utilise research skills in planning, collecting, recording, interpreting, analysing and presenting as they employ various research methodologies to complete an Independent Research Project (IRP) worth 25% of their assessment.

The most rewarding aspect about this course is:

Students can apply the knowledge and skills that they learn in this course to their everyday lifestyle.

DANCE

UNITS: 2 UNITS

Prerequisites/Recommendations: To have a passion for dance and some dance experience

Contact Person: Ms Nibre

ATAR CATEGORY A

Exclusions: n/a

COURSE DESCRIPTION

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

In Dance Stage 6, students are able to study dance as a unique artform in which the body is the instrument for non-verbal communication and expression. The study of dance as an artform within the school environment is of special educational value to the students' total development, as it offers students new ways of learning through the performance, composition and appreciation of dance.

YEAR 11 COURSE TOPICS

Safe Dance Practices
Elements of Dance
The Choreographic Process
Dance and Technology
Dance in Australia
Dance Analysis
Dance History
Dance Technique

YEAR 12 COURSE TOPICS

The Choreographic Process
Dance Analysis
Safe Dance Practices
Dance from a number of contexts
Dance Technique

COURSE REQUIREMENTS YEAR 11

120 Indicative Hours
Core Performance - 40%
Core Composition - 20%
Core Appreciation - 20%
Core Additional - 20%

COURSE REQUIREMENTS YEAR 12

120 Indicative Hours:
Core Performance - 20%
Core Composition - 20%
Core Appreciation - 20%
Major Study - 40%

EXCURSIONS

HSC Study day in Year 12

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination
Performance - Practical Core
Composition - Practical Core
Appreciation - Written
Major Study – Student choose out of four options (Performance, Composition, Appreciation or Dance and Film)

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Ideal choice for students who are interested in the performing arts and movement. Options in the dance world could include a teacher, performer, choreographer or theatre/movie production; however dance links to other areas such a physiotherapy and sports science.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have an interest and passion for dance who feel comfortable dancing in front of other people. Anyone wishing to take this course must be able to engage in both practical and theory content and have some previous understanding of dance.

The most challenging aspect about this course is:

Linking theory concepts in a practical setting and engaging in the theory content in order to recall terms and definitions in extended response questions.

Another challenge is that during the HSC there are two compulsory practical examinations. One of these is a solo dance work created by the teacher and the other is a solo work created by the student performed by another student in a younger year.

The most rewarding aspect about this course is:

Building confidence and self-esteem through a variety of activities that allow people to express their creativity.

DRAMA

UNITS: 2 UNITS

Prerequisites/Recommendations: nil

Contact Person: Ms Allen

ATAR CATEGORY A

Exclusions: Nil

COURSE DESCRIPTION

<http://educationstandards.nsw.edu.au/wps/wcm/connect/1ffa8deb-2716-402d-b182-3517494456ef/drama-st6-syl-from2010+Drama.pdf?MOD=AJPERES&CVID=>

Through the study of this course students acquire skills in interpretation, communication, performance and critical analysis. In the critical study of drama and theatre students can recognise the collaborative contribution of actors, directors, playwrights, designers and technicians to production. They develop an understanding of the cultural traditions and social contexts of drama and theatre.

YEAR 11 COURSE TOPICS

- Improvisation, Playbuilding and Acting
- Elements of Production and Performance
- Theatrical Traditions and Performance Styles

YEAR 12 COURSE TOPICS

- Australian Drama and Theatre (Core component)
- Studies in Drama and Theatre
- The Group Performance (Core component)
- The Individual Project

COURSE REQUIREMENTS

Students need to study and complete all components of the Preliminary and HSC Courses.

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC examination, Written, Group Project, Individual Performance

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Theatre director, actor, stage direction, teacher, entertainment industry, playwright and community cultural development. The syllabus provides continuity with many tertiary and industry courses.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Those interested in acting and working in the entertainment industry, working in groups and creating a theatrical performance. It is designed for students who have completed the Drama Years 7 – 10 Elective course and for those studying Drama for the first time.

The most challenging aspect about this course is:

Working in groups and committing to group work. Writing essays about theatrical tradition and ensuring that individual projects are worked on consistently.

The most rewarding aspect about this course is:

The opportunity to develop action and voice skills. Working with others to produce a performance and appreciate the work of actors and the opportunity to concentrate on areas of personal interest

FOOD TECHNOLOGY

UNITS: 2 UNITS

ATAR CATEGORY A

Prerequisites/Recommendations: Food Technology in Stage 5 an advantage but not necessary. Students who undertake the VET Hospitality course benefit from also studying Food Technology. There is little overlap with the two courses; rather, they complement each other.

Contact Person: Mr Brown

Exclusions: Nil

COURSE DESCRIPTION

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/food-technology.html

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

YEAR 11 COURSE TOPICS

Food Availability and Selection (30%)

Influences on food availability

Factors affecting food selection

Food Quality (40%)

Safe storage of food

Sensory characteristics of food

Safe preparation and presentation of food

Functional properties of food

Nutrition (30%)

Food nutrients

Diets for optimum nutrition

YEAR 12 COURSE TOPICS

The Australian Food Industry (25%)

Sectors of the AFI

Aspects of the AFI

Policy and legislation

Food Manufacture (25%)

Production and processing of food

Preservation

Packaging, storage and distribution

Food Product Development (25%)

Factors which impact on food product development

Reasons for and types of food product development

Steps in food product development

Marketing plans

Contemporary Nutrition Issues (25%)

Diet and health in Australia

Influences on nutritional status

COURSE REQUIREMENTS

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. It is a mandatory requirement that students undertake practical activities.

EXCURSIONS

Nil

COURSE COSTS

Year 11 \$60

Year 12 \$40

EXTERNAL ASSESSMENT

Written Examination (100%)

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Careers in the food industry are wide ranging and encompass work in the hospitality section, marketing, food production, research, nutrition and dietetics, sports nutritionist, personal training, alternative health and food promotion and styling, sports performance, nursing, food scientists, food chemists, food photography and marketing.

GEOGRAPHY

UNITS: 2 UNITS

Prerequisites/Recommendations: Nil

Contact Person: Mr Cooper

ATAR CATEGORY A

Exclusions: Nil

COURSE DESCRIPTION

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

Questioning the world around you is the cornerstone of geographical inquiry and underpins success in HSC Geography. Students are encouraged to explore contemporary issues in human and physical geography through research and practical field work. By encouraging hands on learning, students in Geography don't revise the textbook – they remember their experiences! In the Year 11 course examine the foundations of physical and human geography. Students investigate the unique characteristics of our world through fieldwork, skills and contemporary issues. Students must complete the Senior Geography Project during Year 11.

The Year 12 course builds upon the Year 11 course with 3 topics including Ecosystems at Risk, Urban Places and peoples Economic Activity. Writing, research and fieldwork skills are gradually developed as students examine the natural and cultural environments of Australia and other locations in the world.

YEAR 11 COURSE TOPICS

Biophysical Interactions (45%)

Investigation of the operation of the biophysical processes in an environment

Global Challenges (45%)

Investigation of THREE challenges for life on Earth including population, natural resources, political geography, development geography and cultural integration

Senior Geography Project SGP (10%)

Independent geographical inquiry research project

YEAR 12 COURSE TOPICS

Investigation of a range of issues in ecosystems and management strategies to address issues

Urban Places (33%)

Investigation of the functioning of cities around the world

People and Economic Activity (33%)

Investigation of the operation of a particular industry

COURSE REQUIREMENTS

Students are required to complete all HSC topics. Student must complete 12 hours of fieldwork in Preliminary and 12 hours of fieldwork in the HSC.

EXCURSIONS

HSC Study Day, Year 11 – Local Field Study, Year 12 – Sydney Urban Study, Ecosystems at Risk – Mt Kosciuszko Field Study

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination – 3 hours - Multiple choice (20 marks) - Short answers (40 marks) - Two Essays (40 marks)

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Studying Geography will be beneficial to students interested in employment and further studies in Environmental Management, Urban Planning, Defence Forces, Agriculture, Business, Government, Law.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course? Students interested in the world around them, investigating issues and proposing effective responses to deal with the challenges in environments around us. Students with a high level of interest and achievement in Year 7-10 Geography or Elective Geography is an indication of suitability.

The most challenging aspect of this course is: Geography requires students to be able to recall a large volume of detailed content and terminology such as ecosystems management plans. Students need to keep up-to-date with the news and current issues. Extended response writing is a major component of assessment.

The most rewarding aspect about this course is: Students will have a greater understanding of the world around them. Students aren't confined to the classroom all the time and get to experience what they are learning about through fieldwork and excursion experiences.

INDUSTRIAL TECHNOLOGY: MULTIMEDIA TECHNOLOGIES

UNITS: 2 UNITS

ATAR CATEGORY A

Prerequisites/Recommendations:

There are no prerequisites for the Industrial Technology course. Students should choose this subject if they are passionate about, using videography, animation and photography to create quality multimedia products.

Contact Person: Mr Brown

Exclusions: Only ONE I.T. subject can be selected for the HSC, however you can choose the other as a reserve choice.

COURSE DESCRIPTION

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/industrial-technology.html

Industrial Technology Multimedia at Young High Schools is a balance of creativity, design and digital media. The vision for our students is that they will be conceptually and technically equipped to tell powerful stories through photography, film and animation.

Industrial Technology consists of strong theory components, practical project work and Industry Studies that develop a broad range of skills and knowledge related to the industry focus area, and an introduction to industrial processes and practices.

YEAR 11 COURSE TOPICS

In Year 11 students will produce an integrated project with an accompanying folio which documents their designs, planning, research, materials selection, construction techniques, problem solving and evaluation.

This provides students with a solid foundation in advanced multimedia related techniques and processes, experience with a range of software and hardware products and broad knowledge of computing technology.

YEAR 12 COURSE TOPICS

In the HSC course, students design and construct a Major Project, selected by the student along with an accompanying folio which documents their designs, planning, research, software selection, editing techniques, problem solving and evaluation.

The folio and major work are marked by a visiting team of examiners, prior to the HSC and combined are worth 60% of the final HSC mark. The remaining 40% is allocated to a theory exam sat during the normal HSC exam period.

COURSE REQUIREMENTS

In the Preliminary course, students must design, develop and construct a single large scale project incorporating a range of different skills, processes and media. The project must include a design 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. They are also required to complete the study of a range of relevant theory content to enhance their knowledge and understanding.

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

The examination will consist of a written paper worth 40 marks and a Major Project worth 60 marks. Time allowed for the written exam: 1 hour and 30 minutes plus 5 minutes reading time.

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

TAFE, University study, Computer programmer, Software design, Computer Science, Web design, Multimedia design, game design, Database administrator, Game Developer, Multimedia programmer, Web designer, Web developer.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have a passion for being creative digitally and designing and creating multimedia products. Students who are self motivated and driven to learn new skills in the areas of computing and multimedia products.

The most challenging aspect about this course is:

Being patient with the designing, production and documenting process and having an eye for detail, while also being able to problem solve.

The most rewarding aspect about this course is:

Learning modern filming, editing and animation techniques and creating products to be proud of.

INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS AND FURNITURE

UNITS: 2 UNITS

ATAR CATEGORY A

Prerequisites/Recommendations: There are no prerequisites for the Industrial Technology course. Students should choose this subject if they are passionate about; working with a variety of different timbers, using industry standard equipment and learning lifetime skills to create quality timber products.

Contact Person: Mr Brown

Exclusions: Only ONE I.T. subject can be selected, however you can choose IT Multimedia as a reserve subject.

COURSE DESCRIPTION

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/industrial-technology.html

Industrial Technology Timber is a predominately practical course designed for students wishing to develop their skills in timber technologies and processes. Students will develop these skills through practical experience when working with different timbers and the use of industrial technologies.

Industrial Technology consists of strong theory components, practical project work and Industry Studies that develop a broad range of skills and knowledge related to the Timber industry and an introduction to industrial processes and practices.

YEAR 11 COURSE TOPICS

In Year 11 students will design and produce an integrated project with an accompanying folio which documents their designs, planning, research, materials selection, construction techniques, problem solving and evaluation.

This provides students with a solid foundation in advanced cabinet-making and wood-machining techniques and processes, experience with a range of timbers and timber products and broad knowledge of wood technology.

YEAR 12 COURSE TOPICS

In the HSC course, students design and construct a Major Project, selected by the student along with an accompanying folio which documents their designs, planning, research, materials selection, construction techniques, problem solving and evaluation.

The folio and major work are marked by a visiting team of examiners, prior to the HSC and combined are worth 60% of the final HSC mark. The remaining 40% is allocated to a theory exam sat during the normal HSC exam period.

COURSE REQUIREMENTS

In the Preliminary course, students must design, develop and construct a single project incorporating a wide range of skills, processes and timber. The 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. They are also required to complete the study of a range of relevant theory content to enhance their knowledge and understanding.

EXCURSIONS

Nil

COURSE COSTS

\$80 per year + materials

EXTERNAL ASSESSMENT

The examination will consist of a written paper worth 40 marks and a Major Project worth 60 marks. Time allowed for the written exam: 1 hour and 30 minutes plus 5 minutes reading time.

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

TAFE, University study, teaching, building industry, architecture, forestry, cabinet making, carpentry, trades, furniture making/design.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have a great interest in developing their craftsmanship and designing original products.

The most challenging aspect about this course is:

Being patient with the designing, building and documenting process and having an eye for detail.

The most rewarding aspect about this course is:

Creating a product for yourself or others that you can be proud of.

INVESTIGATING SCIENCE

UNITS: 2 UNITS

ATAR CATEGORY A

Prerequisites/Recommendations: This subject can be chosen as a standalone subject without needing to select another science subject. The Investigating Science course is designed to also complement the study of the other science courses, e.g. a Biology, Chemistry or Physics student would benefit from also choosing Investigating Science.

Contact Person: Ms Geromboux

Exclusions: Students are not permitted to study more than 6 units of Science

COURSE DESCRIPTION

<http://syllabus.nesa.nsw.edu.au/science>

The Investigating Science course is designed to assist students of all abilities. Teachers will make decisions about course content regarding the sequence, emphasis, depth and any adjustments required based on the needs, interests, abilities and prior learning of students of differing ability.

The course is firmly focused on developing working scientifically skills. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering, Maths) related issues and concepts in depth.

YEAR 11 COURSE TOPICS

The actual course content is not prescribed, but content is covered in order for skills to be developed. Year 11 students develop skills in applying the processes of Working Scientifically - collecting primary and secondary data; examining inferences and generalisations; scientific modelling; describing how scientific explanations, laws and theories have developed.

YEAR 12 COURSE TOPICS

Year 12 students undertake scientific investigations; describe and explain how science drives the development of technologies and contemporary issues involving science; evaluate the implications of ethical, social, economic and political influences on science.

COURSE REQUIREMENTS

At least one depth study must be included in both Year 11 and Year 12. The syllabus specifies a minimum of 30 hours of in-class time in each of Year 11 and 12. A depth study is any type of investigation that a student completes individually or collaboratively that allows the further development of one or more concepts inspired by the syllabus. Depth Study may be one investigation/activity or several shorter ones.

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination - 3 Hours

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

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

Even for students not pursuing a science at university, a solid performance in HSC Investigating Science demonstrates that the student is: competent in scientific thinking; able to study and describe complex relationships; able to undertake scientific investigations; can work independently and collaboratively.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who are considering a science university course or have a high level of interest and enjoyment in Year 10 Science. Although this is a standard 2 unit course, the content of the course is adaptable to match the ability level of each student.

The most challenging aspect about this course is:

Literacy skills are needed for researching and writing; the mathematical skills needed to manipulate data

The most rewarding aspect about this course is:

The satisfaction of developing scientific skills in working and thinking.

LEGAL STUDIES

UNITS: 2 UNITS

ATAR CATEGORY A

Prerequisites/Recommendations: Nil

Contact Person: Mrs Markham

Exclusions: Nil

COURSE DESCRIPTION

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

Legal Studies is a subject that provides students with insight, knowledge and experience into the functioning of the Australian legal system and the laws that govern modern society. Students explore the concept of justice and how our legal system can better achieve justice for all citizens.

In the Year 11 course, students will examine the foundations of the legal system, how laws address individuals' rights and responsibilities, and a range of contemporary legal issues.

In the Year 12 course, students will examine criminal law and the how our legal system addresses criminal activity. Students further explore issues associated with human rights, property law and consumer law.

Students are not required to have studied Commerce in Year 9-10 to be successful in Legal Studies.

YEAR 11 COURSE TOPICS

The Legal System (40%)

Basic legal concepts and sources of law

The Individual and the Law (30%)

How individuals address issues in the legal system

Law in Practice (30%)

Contemporary legal case studies

YEAR 12 COURSE TOPICS

Core Topics

Crime (30%)

Investigation of all aspects of criminal law

Human Rights (20%)

How are human rights protected?

Option Topics

Students will complete TWO option topics (each 25%)

Consumer, Family, Shelter, Environmental Protection, Indigenous Rights, Workplace, World Order

COURSE REQUIREMENTS

Students are to complete all core topics and two option topics

EXCURSIONS

HSC Study day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination – 3 hours - Multiple Choice (20 marks), Short Answer Questions (15 marks), Crime Report (15 marks), TWO Option Essays (25 marks each).

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Studying Legal Studies will be beneficial to students interested in employment and further studies in Law, Policing, Commerce, Business, Real Estate, Government, Forensics.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have an interest in issues in society and how law can address these problems. Legal Studies is not just for students interested in becoming a lawyer or police officer. It provides skills and knowledge for any student wishing to pursue careers that require an understanding of law and regulations such as Nursing, Real Estate, and Teaching.

The most challenging aspect about this course is:

Legal Studies requires students to be able to recall a large volume of detailed legal concepts and terminology such as specific laws and cases. Students need to keep up-to-date with the news and current issues. Extended response writing is a major component of assessment.

The most rewarding aspect about this course is:

Students develop an understanding of relevant concepts that they may have to deal with in adult life. Students learn how the legal system works, their rights and responsibilities according to the law and how to navigate the legal system.

MATHEMATICS STANDARD

UNITS: 2 UNITS

ATAR CATEGORY A

Prerequisites/Recommendations: The course has been constructed on the assumption that students have studied the content and achieved most of the outcomes of the Stage 5.2 Mathematics Pathway in Year 9 and 10, or have a general interest in basic mathematical skills and techniques.

Contact Person: Mr Lovasz

Exclusions: n/a

COURSE DESCRIPTION

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

The Mathematics Standard course is a course designed to enable students to think mathematically through the development of prior knowledge and understanding of mathematical concepts, and to improve their skills in solving problems relating to their present and future needs. This is accomplished through an atmosphere of questioning, communicating, reasoning and reflection to think critically and creatively.

Please Note: This course is for Year 11. The course separates in Year 12 into HSC Mathematics Standard 2 (ATAR) course and Mathematics Standard 1 (possible-ATAR). For further information see contact person above.

YEAR 11 COURSE TOPICS

The Strands are Algebra (equations and linear relationships), Measurement (including time), Financial Mathematics, and Data and Statistical Analysis (including probability).

YEAR 12 (STANDARD 2) COURSE TOPICS

The HSC Strands are Algebra (types of relationships), Measurement (non-right-angle Trigonometry, rates and ratios), Financial Mathematics (investments, loans and annuities), Statistical Analysis (bivariate data and distribution) and Networks (concepts and critical path analysis)

Same topics for Standard 1 with simplified content

COURSE REQUIREMENTS

120 completed hours

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

The Mathematics Standard course provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in business, the humanities, nursing and paramedical sciences.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Those who need Mathematics Standard 2 as a pre-requisite for university entry or those that enjoy solving problems.

The most challenging aspect about this course is:

Thinking mathematically and linking concepts and strands.

The most rewarding aspect about this course is:

Discovering the usefulness of everyday mathematics.

MATHEMATICS ADVANCED

UNITS: 2 UNITS

ATAR CATEGORY A

Prerequisites/Recommendations: The course has been constructed on the assumption that students have studied the content and achieved all of the outcomes of the Stage 5.3 Mathematics Pathway in Years 9 and 10, in particular the sub-strands of Algebraic Techniques, Surds and Indices, Equations, Linear Relationships, Trigonometry and Pythagoras' theorem and Single Variable Data Analysis and at least some of the content from the substrands of Non-Linear Relationships and Properties of Geometrical Figures.

Contact Person: Mr Lovasz

Exclusions: Not recommended for students that have undertaken Stage 5.1 or 5.2 only. Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard course.

COURSE DESCRIPTION

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

The Mathematics Advanced course is a calculus based course focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. It enables students to enhance their knowledge and understanding of what it means to work mathematically, develop their understanding of the relationship between 'real-world' problems and mathematical models and extend their skills of concise and systematic communication.

YEAR 11 COURSE TOPICS

Working with Functions, Trigonometric Functions, Trigonometry and Measure of Angles, Trigonometric Functions and Identities, Calculus, Introduction to Differentiation, Exponential and Logarithmic Functions, Logarithms and Exponentials, Statistical Analysis, Probability and Discrete Probability Distributions.

YEAR 12 COURSE TOPICS

Functions and Graphing Techniques, Trigonometric Functions and Graphs, Differential Calculus, the Second Derivative, Integral Calculus, Financial Mathematics, Modelling Financial Situations, Statistical Analysis, Descriptive Statistics and Bivariate Data Analysis, Random Variables

COURSE REQUIREMENTS

120 completed hours

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Those students wanting to do a university course where Mathematics Advanced is a pre-requisite or students who enjoy mathematics at a deeper level.

The most challenging aspect about this course is:

Difficult concepts, justifying solutions and connecting topics.

The most rewarding aspect about this course is:

Being able to see the beauty of mathematics at a higher level.

MATHEMATICS EXTENSION

UNITS: 1 UNIT

ATAR CATEGORY A

Prerequisites/Recommendations: The higher level outcomes of the Mathematics Extension Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands Polynomials, Logarithms, Functions and Other Graphs.

Contact Person: Mr Lovasz

Exclusions: Recommended for students who have achieved at an advanced level in Stage 5.3 course. Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard course.

COURSE DESCRIPTION

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

Mathematics Extension 1 can only be undertaken in conjunction with Mathematics Advanced and is focused on opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. It enables students to extend their knowledge and understanding of what it means to work mathematically, develop their skills to reason logically, generalise and make connections, and enhances their understanding of how to communicate in a concise and systematic manner.

YEAR 11 COURSE TOPICS

Harder applications of the Preliminary Mathematics Advanced course, Functions, Further Work with Functions, Polynomials, Trigonometric Functions, Inverse Trigonometric Functions, Further Trigonometric Identities, Calculus, Rates of Change, Working with Combinatorics.

YEAR 12 COURSE TOPICS

Harder applications of HSC Mathematics Advanced course, Proof by Mathematical Induction, Vectors, Introduction to Vectors, Trigonometric Functions, Trigonometric Equations, Calculus, Further Calculus Skills, Applications of Calculus, Statistical Analysis, The Binomial Distribution.

COURSE REQUIREMENTS

60 completed hours

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Mathematics Extension 1 provides the basis for tertiary study in fields where an understanding and exploration of mathematics is advantageous such as Sciences, Engineering, Finance and Economics.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Those students wanting to undertake university degrees where Mathematics Extension 1 is a pre-requisite or those students who like to solve complex problems

The most challenging aspect about this course is:

This is a fast paced course with lots of connections between topics that must be understood to be able to solve problems.

The most rewarding aspect about this course is:

A thorough understanding of higher level mathematics applied to real world scenarios.

MATHEMATICS EXTENSION 2

UNITS: 1 UNIT

ATAR CATEGORY A

Prerequisites/Recommendations: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Extension 1 Year 12 course.

Contact Person: Mr Lovasz

Exclusions: Students must have completed Mathematics Advanced and Extension 1 Preliminary courses.

COURSE DESCRIPTION

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-2-2017>

Mathematics Extension 2 provides students the opportunity to develop strong mathematical manipulative skills by extending students conceptual knowledge and deepen their understanding and appreciation of mathematics. The course allows students to tackle difficult, unstructured problems in a concise and systematic manner.

YEAR 11 COURSE TOPICS

n/a

YEAR 12 COURSE TOPICS

Proofs, The Nature of Proofs, Further Proof by Mathematical Induction, Vectors, Further Work with Vectors, Complex Numbers, Introduction to Complex Numbers, Using Complex Numbers, Calculus, Further Integration, Mechanics, Applications of Calculus to Mechanics

COURSE REQUIREMENTS

60 completed hours

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Mathematics Extension 2 provides the basis for tertiary study in fields where an understanding and exploration of mathematics is advantageous such as Sciences, Engineering, Finance and Economics.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Those students wanting to undertake university degrees where Mathematics Extension 2 is a pre-requisite or those students who like to solve complex problems

The most challenging aspect about this course is:

The complex nature of the material covered.

The most rewarding aspect about this course is:

A thorough understanding of higher level mathematics applied to real world scenarios.

MODERN HISTORY

UNITS: 2 UNITS

Prerequisites/Recommendations: Nil

Contact Person: Ms Cooke

ATAR CATEGORY A

Exclusions: Nil

COURSE DESCRIPTION

http://syllabus.nesa.nsw.edu.au/assets/modern_history/modern-history-stage-6-syllabus-2017.pdf

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

YEAR 11 COURSE TOPICS

Modern History and case studies

Topic 1: Investigating Modern History

Topic 2: An Historical Investigation

Topic 3: The shaping of the Modern world

All of the topics need to be studied in order to complete the Preliminary course.

YEAR 12 COURSE TOPICS

Core Study: Power and Authority in the Modern World Topic 2: National Studies

Topic 3: Peace and Conflict

Topic 4: Change in the Modern World

All of these topics need to be studied in order to complete the HSC course.

COURSE REQUIREMENTS

Students are required to study all sections of the course

EXCURSIONS

HSC Study day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Researcher, political analyst, teacher, archaeologist, media, foreign affairs

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students that have an interest in history and researching.

The most challenging aspect about this course is:

Analytical essay writing.

The most rewarding aspect about this course is:

Students gain an understanding and appreciation of the forces that have shaped the modern world.

MUSIC 1

UNITS: 2 UNITS

Prerequisites/Recommendations: Nil

Contact Person: Mrs Job, Mr Leggett

ATAR CATEGORY A

Exclusions: Nil

COURSE DESCRIPTION

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

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.

Students study three topics in each year of the course from a range of styles, periods and genres. Students elect any combination of performance, composition or musicology as a major focus for each topic. For each topic, there is a listening component. Students can tailor the course to suit their own skills in Music by selecting to specialise in composition, performance or musicology.

Music 1 assumes no prior knowledge of musical notation beyond the basic introduction in the Years 7–10 Mandatory course. It recognises that students who have had no further involvement in Music beyond their introduction in the Mandatory course will need to revisit elementary musical skills and understanding.

YEAR 11 COURSE TOPICS

Students study THREE musical contexts (styles, periods and genres) in terms of:

Duration

Pitch

Dynamics and expressive techniques

Tone colour

Texture

Structure

YEAR 12 COURSE TOPICS

Students study THREE different musical contexts (styles, periods and genres) in terms of

Duration

Pitch

Dynamics and expressive techniques

Tone colour

Texture

Structure

Students will also choose THREE electives made up of any combination of performance, composition and/or musicology.

COURSE REQUIREMENTS

Students are required to complete both formal practical, listening and written examinations.

EXCURSIONS

HSC Study Day, student performance at school events and functions such as Soiree, Open Day, Assemblies

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

Written Exam – Aural Skills – 1 hour exam (30 marks)

Practical Skills – Core Performance (20 marks)

Electives - Performance, Composition or Musicology (60 marks)

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Studying Music 1 will be beneficial to students interested in employment and further studies in Music, the Performing Arts, Music Teaching.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have a love and passion for musical performance and composition. Students who have an existing musical skill or wish to broaden their musical horizon. Students willing to perform their instrument or sing in front of an audience.

The most challenging aspect about this course is:

Music 1 requires students to be able to perform an instrument or sing in front of an audience of strangers. This requires confidence and technical musical skill. Students are required to analyse different musical pieces from a range of genres, styles and periods. (It's not just about your favourite performer or band).

The most rewarding aspect about this course is:

Students will be able to build on and refine existing musical skills and potentially encounter different perspectives that widen their outlook on music.

UNITS: 2 UNITS

Prerequisites/Recommendations: Satisfactory completion of Stage 5 PDHPE

Contact Person: Ms Danckert

ATAR CATEGORY A

Exclusions: n/a

COURSE DESCRIPTION

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdhpe.html

The Year 11 PDHPE course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the Year 12 PDHPE 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.

YEAR 11 COURSE TOPICS

Core Topics (60%):

Better Health for Individual

The Body in Motion

Optional Components (40%):

Students select two options from list below:

First Aid

Composition and Performance

Fitness Choices

Outdoor Recreation

YEAR 12 COURSE TOPICS

Core Topics (60%)

Health Priorities in Australia

Factors Affecting Performance

Optional Components (40%):

Students select two options from list below:

The Health of Young People

Sport and Physical Activity in Australian Society

Sports Medicine

Improving Performance

Equity and Health

COURSE REQUIREMENTS

In addition to the core studies, students study two options in each of the Year 11 and Year 12 PDHPE courses.

EXCURSIONS

HSC Study day in Year 12

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination – 3 hours.

- 20 multiple choice (20 marks).
- Short and extended response answers – core 1 and core 2 (40 marks).
- Extended response questions for two options (20 marks each).

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Ideal choice for students desiring further study and vocational pathways in the area of recreation, paramedical, movement and health sciences. PDHPE provides the foundation for tertiary study to become a nurse, physiotherapist, exercise physiologist, diagnostic imaging technician, paramedic, beautician, sports coach, dietician, health worker, professional athlete or teacher.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have an interest and passion in the health and sport areas, with a strong knowledge and liking for learning about health issues and illness and the human body. A high level of interest and achievement gained in Year 10 PDHPE and/or PASS is an indication of suitability.

The most challenging aspect about this course is:

The volume of course content that students need to be able to recall and literacy skills for extended response questions, and implementing and identifying correct syllabus terminology.

The most rewarding aspect about this course is:

Students can apply the knowledge and skills that they learn in this course to their everyday lifestyle, in terms of both personal health and sporting performance.

PHYSICS

UNITS: 2 UNITS

ATAR CATEGORY A

Prerequisites/Recommendations: As a guideline, to be successful in this subject, students should be performing strongly in their Year 10 science and mathematics courses, usually achieving a “High” or “Outstanding” grade on classwork and assessment tasks. Students must be prepared to work consistently in class, and complete out of class study and homework – typically an hour per day.

It is strongly recommended that students choose the 2 unit mathematics course to complement their physics studies. Certain universities require 2 unit mathematics as a pre-requisite for science-based courses.

Contact Person: Mr Laker, Mr Mohammed

Exclusions: Students are not permitted to study more than 6 units of Science subjects.

COURSE DESCRIPTION

<http://syllabus.nesa.nsw.edu.au/science>

The Physics course involves the study of matter and its motion through space and time, along with related concepts that include energy and force. The physics course develops student’s scientific investigative skills, problem-solving skills and critical thinking skills to understand natural events.

YEAR 11 COURSE TOPICS

- Mechanics (study of collisions); Newton’s Laws of Motion; the Law of Conservation of Energy.
- Waves and the transfer of energy by sound, light and heat
- Electric fields, electric circuits and magnetism

YEAR 12 COURSE TOPICS

- Advanced mechanics and electromagnetism
- Evidence and prediction in Physics
- Circular motion; motion in a gravitational field including projectile motion
- Properties of light; astronomical events and the formation of atoms

COURSE REQUIREMENTS

At least one depth study is included in Year 11 and in Year 12, each requiring a minimum of 15 hours of in-class time. A depth study is any type of investigation/activity that allows the further development of concepts found within, or inspired by the syllabus. It may be one investigation/activity or several shorter ones. A depth study can be completed individually or collaboratively.

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination - 3 Hours

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

The Physics course provides the foundation for undertaking post-school studies in a range of Science, Technology, Engineering and Mathematics (STEM) fields.

Most university science-based courses require successful completion of an HSC Science course such as Physics.

Further studies in physics at university would be appropriate for careers in areas such as medical physics, electronics, nanotechnology, photonics, engineering, energy research, sustainability research, science teaching.

Even for students not pursuing a science at university, a solid performance in HSC Physics demonstrates that the student is competent in scientific thinking; able to describe complex relationships; work independently & collaboratively.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course? Students who are considering a science university course or have a high level of interest and achievement gained in Year 10 Science, particularly the topics of motion and energy, electricity, astronomy and waves.

The most challenging aspect about this course is: Learning detailed content, physics terminology and the literacy skills required for researching and writing plus the mathematical skills required in handling large and small numbers, and manipulating data and equations.

The most rewarding aspect about this course is: The satisfaction of better understanding the world we live in

SOFTWARE DESIGN AND DEVELOPMENT

UNITS: 2 UNITS

ATAR CATEGORY A

Prerequisites/Recommendations: There is no prerequisite study for the SDD course. Students should choose this subject if they like problem solving and are interested in programming computer applications, authoring multimedia with scripting, and computer science. Students will need good mathematical, analytical and problem-solving skills.

Contact Person: Mr Brown

Exclusions: Nil

COURSE DESCRIPTION

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/software-design-development.html

This course provides students with the opportunity to develop skills in designing and developing software solutions, project management and communication. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and other components of computer systems. Students apply a systematic approach to develop and document software solutions using a variety of data structures and language facilities.

YEAR 11 COURSE TOPICS

Concepts and Issues in the Design and Development of Software (30%)

Introduction to Software Development 50%

Developing Software Solutions 20%

YEAR 12 COURSE TOPICS

Development and Impact of Software Solutions (15%)

Software Development Cycle (40%)

Developing a Solution Package (25%)

Options (20%) – Study ONE of the following options:

Programming paradigms or The interrelationship between software and hardware

COURSE REQUIREMENTS

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course. It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

The examination will consist of a written paper worth 100 marks. Time allowed: 3 hours plus 5 minutes reading time.

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

TAFE, University study, Computer programmer, Software design, Computer Science, Web design, Multimedia design, game design, Database administrator, Game Developer, Information systems manager, IT consultant, Multimedia programmer, SEO Specialist, Systems analyst, Systems developer, Web designer, Web developer, Computer science researcher (e.g. researching the field of Artificial Intelligence), Bioinformatics engineer, Robotics engineer.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course? Students interested in the fields of software development and computer science will find this subject of value. The subject is not only for those who seek further study or careers in this field, but also for those who wish to understand the underlying principles of software design and development. Students with software development skills wishing to acquire team and communication skills will find this subject useful.

The most challenging aspect about this course is: For students to be able to understand the creation process of digital technologies they will need to understand the why and how and will need good mathematical, analytical and problem-solving skills.

The most rewarding aspect about this course is: Learning about coding and putting newly learnt knowledge into practice by creating small applications and games.

TEXTILES AND DESIGN

UNITS: 2 UNITS

ATAR CATEGORY A

Prerequisites/Recommendations: There are no prerequisites for the Textiles and Design course. Students should choose this subject if they are passionate about working with various textile materials to create quality textile products and have an interest in the multi-faceted fashion and design industry.

Contact Person: Mr Brown

Exclusions: Nil

COURSE DESCRIPTION

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/textiles-design.html

The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work. The course involves the student developing a portfolio of work.

The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

YEAR 11 COURSE TOPICS

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

YEAR 12 COURSE TOPICS

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

COURSE REQUIREMENTS

In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, as either experimental work and/or project work. In the HSC course, the major textiles project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.

EXCURSIONS

Nil

COURSE COSTS

\$50 + additional costs for projects

EXTERNAL ASSESSMENT

The examination will consist of a written paper worth 50 marks (1 hour and 30 minutes plus 5 minutes reading time) and a Major Textiles Project worth 50 marks.

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

This course is also suitable for students who are interested in the following career choices: Fashion Design, Interior Design, Graphics, Advertising, Costume Design and Theatre Staging, Window Dressing, Fashion construction and marketing and science based fields in research of fibres / fabric development.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

This course is for students who enjoy being creative, and want to develop skills in designing, manipulating and experimenting with fabrics for an end use.

The most challenging aspect about this course is:

Being patient with the designing, producing and documenting process and having an eye for detail.

The most rewarding aspect about this course is:

Creating a product for yourself or others that you can be proud of.

VISUAL ARTS

UNITS: 2 UNITS

Prerequisites/Recommendations: n/a

Contact Person: Mrs Hughes

ATAR CATEGORY A

Exclusions: n/a

COURSE DESCRIPTION

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

Visual Arts involves students in art making, 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.

Visual Arts as a subject provides for various interpretations of the visual arts that are both contemporary and relevant. Acknowledging that visual arts encompasses the areas of art, craft and design, the subject is theoretically and practically sustained by practice, the frames, and a conceptual framework about art. These underpinnings form the basis for content and accommodate different student interests and abilities.

YEAR 11 COURSE TOPICS

The Preliminary course is broadly focused. Students will study artworks in at least two expressive forms and use a process diary. They will also undertake a broad investigation of ideas in art making, art criticism and art history.

Learning opportunities focus on:

- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the art world
- The different ways the visual arts may be interpreted and how students might develop their own informed points of view
- How students develop meaning, focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

YEAR 12 COURSE TOPICS

The HSC course provides for deeper and more complex investigations. It requires the development of a body of work and use of a process diary. It includes a minimum of five Case Studies, (4–10 hours each), and deeper and more complex investigations in art making, art criticism and art history.

The learning opportunities focus on:

- 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, art works, the world and audiences within the art world and apply these to their own investigations
- How students may further develop meaning and focus in their work.

COURSE REQUIREMENTS

Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

EXCURSIONS

Visits Regional galleries and National Art Gallery. Students will also attend field trips to local area and complete a series of Art works in a variety of media for exhibition and portfolio purposes.

COURSE COSTS

\$60 Art Materials and Visual Diary

EXTERNAL ASSESSMENT

External Exam and External Marking of Body Of Work

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

The skills and knowledge taught and the values formed in Visual Arts will benefit those seeking a future in art and design-related industries and will also prepare students for vocational fields such as journalism, sociology, law, medicine and dentistry, by providing opportunities to develop their social and cultural awareness, observation skills and empathy and mental/manual dexterity. Students with a background in Visual Arts may have an advantage in other curriculum areas such as History and English.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course? Anyone that is interested in the Visual Arts as the course caters to students who have not studied Visual Arts. This course engages students in practice and theory while exploring traditional, modern and contemporary media and techniques within a broad range of art forms.

The most challenging aspect about this course is: This course is challenging in that students need to ensure they manage their time appropriately to complete: A body of artwork that shows creativity and strength in its ideas and representation of subject matter and present a series of essays based on Art Criticism and Appreciation.

The most rewarding aspect about this course is: This course will allow students to develop skills and qualities that are relevant to many situations in the workplace and in further study. This course encourages them to become a critical consumer of contemporary visual culture in a world that is dominated by visual images. They will develop the confidence to express their individuality and acquire the skills to express these in a creative way. The course encourages tolerance and empathy for different values and beliefs. Participation in Visual Arts will also strengthen their problem-solving and thinking skills especially in the area of visual communication.

BOARD ENDORSED COURSES
Not ATAR Eligible

ABORIGINAL LANGUAGES

UNITS: 2 UNITS

ATAR CATEGORY NIL

Prerequisites/Recommendations: This course is designed for all levels, from beginner to advanced

Contact Person: Mr Hancock

Exclusions: n/a

COURSE DESCRIPTION

[Aboriginal Languages NESA](#)

The Aboriginal Languages course encourages all students to develop a strong sense of identity and belonging through a deep appreciation of language, culture, identity and Country. The course helps students to develop productive language skills in an Aboriginal language and to gain knowledge and understanding that will contribute to the maintenance and revival of local Aboriginal languages in their communities. The study of Aboriginal Languages ensures intellectual enrichment and improved literacy skills for Aboriginal and non-Aboriginal students.

YEAR 11 COURSE TOPICS

Core Module:

- Language of Country

Additional Modules:

- Family and Kinship Connections
- Language and Performance: Song and Dance
- Protocols and Language
- Comparative Aboriginal Languages Study within Australia

YEAR 12 COURSE TOPICS

Core Module:

- Building Local Aboriginal Language Capacity

Additional Modules:

- Reclamation, Revival and Maintenance of Aboriginal Languages in Australia
- Country, Waterways and Sky
- Stories and Storytelling
- International Experiences in Indigenous Languages Maintenance and Revival

COURSE REQUIREMENTS

Students study the core modules and four additional modules in each of the Year 11 and Year 12 courses.

EXCURSIONS

Visits to significant local Aboriginal sites; visit to the Rediscovering Indigenous Languages collection held at the State Library of NSW.

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

Nil

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Employment and/or further study opportunities in the fields of tourism, linguistics, heritage, teaching, government and diplomacy.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course? This course is designed to benefit students of all backgrounds. Wiradjuri is studied as the language of country, with further Aboriginal languages and International Indigenous languages, including Squamish (British Columbia, Canada) being studied comparatively.

The most challenging aspect about this course is: There are always challenges in learning a new language. This course requires students to understand and apply grammatical patterns different to English.

The most rewarding aspect about this course is: Studying an Aboriginal language creates positive attitudes and allows students to participate more effectively in a multicultural world. Language study improves analytical skills and creativity and enhances communication and problem-solving skills. Through the study of Aboriginal languages, students gain an understanding of the importance of language and culture to identity. Furthermore, developing skills in this Aboriginal languages course will give students an advantage in studying additional languages. The Aboriginal Languages course will empower Aboriginal students to maintain a strong sense of identity and self-esteem; to learn more about their community's place in New South Wales, Australia and globally; and to develop innovative resources for the revitalisation of their languages and cultures. This course will extend support to enable Aboriginal youth to be prepared as future custodians and caretakers of their languages.

EXPLORING EARLY CHILDHOOD

UNITS: 1 OR 2 UNITS

ATAR CATEGORY NIL

Prerequisites/Recommendations: Contact Person: Mrs Brown

Exclusions: Nil

COURSE DESCRIPTION

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/exploring-early-childhood>

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community. Students will be supported in developing a commitment and capacity for life-long learning in this area.

The study of this course will enable students to:

- 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.

CORE MODULES

- Pregnancy and Childbirth
- Child Growth and Development
- Promoting Positive Behaviour

SELECTION FROM THE FOLLOWING OPTIONAL MODULES

Learning Experiences for Young Children

- Play and the Developing Child
- Starting School Gender and Young Children
- Children and Change
- Children of Aboriginal and Torres Strait Islander Communities
- Historical and Cultural Contexts of Childhood
- The Children's Services Industry
- Young Children and Media Young Children and the Law
- Children's Literature
- Food and Nutrition
- Child Health and Safety
- Young Children with Special Needs

COURSE REQUIREMENTS

As this course has a practical as well as a theoretical base, it is considered important and highly desirable that students have the opportunity to interact with young children on a regular basis. The purpose of this interaction is to observe children, and to gain experience in understanding and relating to individual children. This is best achieved in informal settings, such as the home, with friends or relatives. This interaction could occur inside or outside of school hours.

EXCURSIONS Nil

EXTERNAL ASSESSMENT Nil

COURSE COSTS \$40

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

The studying of Exploring Early Childhood will support students in developing a commitment to and capacity for life-long learning in this area. This may lead to further post school study at university or TAFE or vocational training in the context of the workplace. This course is suitable for students interested in early childhood education, pre-school teaching, teaching and nursing.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course? Students who enjoy spending time with and teaching children. Those with a passion to continue into child care for employment would be well suited.

The most challenging aspect about this course is: Being organised and self-motivated.

The most rewarding aspect about this course is: It will provide students with skills that will equip them to both work in the early childhood education and care industry and be responsible parents to their own children in the future.

SPORT LEISURE AND RECREATION

UNITS: 2 UNITS

ATAR CATEGORY NIL

Prerequisites/Recommendations: Satisfactory completion of Stage 5 PDPHE and/or PASS

Contact Person: Ms Danckert

Exclusions: n/a

COURSE DESCRIPTION

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

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity. This course gives students the opportunity to apply theory content to practical lessons while covering topics such as “Fitness” and “Aquatics”. Students will also receive the opportunity to further develop their skills through completing online training programs focus on sports coaching and first aid which can lead to future job opportunities.

YEAR 11 & 12 COURSE MODULES

Aquatics

- Recreation vs competition
- Benefits of aquatic activities
- Types of aquatic activities
- Features common to all strokes
- Water safety
- Categories of drowning casualties
- Resuscitation

Athletics

- Types of athletic events
- Improving performance
- Participation roles & responsibility

Dance

- Dance styles
- Composition & performance
- Appraising performance

First Aid

- Emergency Care
- Managing Conditions
- Managing Injuries
- Principles of Sports Injury Management
- Types of Sports Injuries
- Managing Sports Injuries

Fitness

- Nature of fitness
- Fitness programming
- Improving fitness

Games and Sport Application I

- Elements of Specific Games and Sports
- Games and Sports Strategies and Skills
- Aspects of Team Play

Games and Sport Application II

- Participant responsibilities
- Performance measures
- Psychological aspects
- Skill acquisition

Gymnastics

- Safety considerations
- Dominant movement patterns
- Gymnastic apparatus
- Appreciation

Healthy Lifestyle

- Nature of lifestyle
- Physical activity
- Nutrition
- Drug use
- Selected health issues of young people

Individual Games & Sports

- Elements of individual performance
- Individual Performance & competition
- Practice, training & individual performance

Outdoor Recreation

- Outdoor recreation opportunities
- Skills involved in outdoor recreation
- Planning in outdoor recreation

Resistance Training

- Uses of resistance training
- Muscles of the body
- Training terms
- Facts and fallacies

Social Perspectives of Games & Sports

- Sport in Australian society
- Sport & the mass media
- Economics & sport
- Drugs in sport
- Careers in sport

Sports Administration

- Organisational structures & procedures
- Competitive events
- Event management

Sports Coaching and Training

- The Roles and Responsibilities of the Coach
- Aspects of a Coaching Session
- Psychology and Coaching
- The Coaching Program
- Evaluating a Coaching Program

COURSE REQUIREMENTS

In addition to the class content, students must complete all assessment tasks and exams throughout the course.

EXCURSIONS Young Swimming Pool (Aquatics Unit), NRG Gym (Resistance Training)

COURSE COSTS Nil

EXTERNAL ASSESSMENT

Trial HSC Examination 1.5 hours

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

This subject is ideal for individuals who wish to gain employment in the fitness industry, become sports coaches, work within sport recreation camps, and students who may want to study paramedicine, sport exercisology and health related courses.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course? Students who have an interest and passion in health and fitness, with a strong knowledge and understanding of the importance of physical activity and sport. A good level of interest and achievement gained in Year 10 PASS and/or PDHPE is an indication of suitability.

The most challenging aspect about this course is: Students will be required to speak regularly in front of class members when completing practical activities. They will also be required to assist in the coaching and training of junior classes and school sporting teams.

The most rewarding aspect about this course is: Students can further develop their understanding of the importance of being physically active and receive the opportunity to develop important skills that they can apply in their everyday life in and out of the school setting.

**BOARD DEVELOPED (VET)
VOCATIONAL EDUCATION COURSES
CATEGORY B**

Information for Students Undertaking School Delivered VET Courses

The Wagga Wagga Registered Training Organisation (RTO) 90333 is responsible for Vocational Education and Training (VET) courses delivered in NSW public schools.

VET courses offer dual accreditation and students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and a nationally accredited qualification, Certificate or Statement of Attainment.

NSW Education Standards (NESA) Board Developed Industry Curriculum Framework VET courses contribute to an Australian Tertiary Admission Rank (ATAR).

Students must complete a 240 hour Board Developed Industry Curriculum Framework VET course to be eligible to sit the HSC examination for this course. Only ONE Category B course can be used towards an ATAR.

NESA Board Endorsed VET Courses do not have a HSC Examination cannot be used towards an ATAR.

Refer to the NSW Education Standards Authority website (NESA) for VET, any exclusions, rules and procedures.

Optional External HSC Examination

Students who sit for the optional HSC exam will have an estimate mark submitted to the NSW Education Standards (NESA) by the school. This estimate mark will only be used in the event of a claim of misadventure.

Assessment Procedures

Assessment of students in VET courses is competency based. This means that evidence of achievement of competency is produced by the student, collected by an assessor and judged against agreed industry standards. Assessments include those practical in nature and reflect the type of tasks that would be required to be performed in the workplace and written tasks that assess knowledge and understanding of concepts related to the course.

Evidence of competence can be collected by the assessor in a variety of ways. Like all other HSC courses, some of the evidence collected will be through formal assessment tasks or events such as project work, presentation of portfolios and practical demonstrations. Students are deemed either competent or not competent following an assessment.

No grades or marks are awarded through competency based assessments. The school will provide an assessment scope and sequence for each VET course.

Student Selection, enrolment and induction procedures

Stage 6 VET courses are available to all students in years 11 and 12 upon the completion of a RTO VET Enrolment Form with a validated Unique Student Identifier (USI). Year 9 do NOT undertake “early commencement/acceleration” of Stage 6 VET courses. Your school will seek RTO advice in regards to individual student learning plans.

Students must complete a VET induction in class at the commencement of the course. Students sign a student declaration to confirm that they have completed the induction as part of their enrolment procedures. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures (RPL), credit transfer (CT), assessment procedures, and information regarding student rights and responsibilities. Students are able to refer to the RTO’s Student Guide for VET process and procedure information.

Fees and charges

Some VET courses attract a course cost. Where a course cost exists it will be indicated on the course information page. More detailed information regarding fee charges and refund policies will be provided in the course induction and on the course information sheet.

VET Enrolment

All students enrolled in a VET course must complete the RTO VET Enrolment Form as part of the subject selection process. LLN testing is incorporated the enrolment process.

Freedom of Information and Privacy

Students' rights to privacy and access to information are outlined in the Freedom of Information and Privacy policy. All staff members are required to abide by the Department's Privacy Code of Practice.

Credit Transfer and Recognition of Prior Learning (RPL)

Credit transfer (CT) is available to students who produce evidence of achievement of competency from another RTO. Schools will seek RTO advice on how this CT evidence is to be validated. RPL may also be available to students who can provide sufficient evidence of skills attained previously. RPL applications must be completed on enrolment or before training. Students seeking RPL should follow the RPL procedure outlined in the RTO Student Guide.

Work Placement

Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction. Work placement induction will also be undertaken to assist students to be work ready before the first work placement. Students are required to complete a Work Placement Journal during work placement.

School Based Apprenticeships and Traineeships (SBATs)

The SBAT Program provides students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work.

SBATs must complete formal training that is delivered by a RTO. The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification. The formal training component of a SBAT will contribute unit credit towards the HSC.

Students wanting to find out more information regarding SBATs should contact the school's careers adviser. The following website is also a key source of information regarding SBATs: www.sbatinnsw.info

Unique Student Identifier

All students undertaking Nationally Recognised Training delivered by a Registered Training Organisation must have a Unique Student Identifier (USI) on enrolment.

The USI provides easy access through an online account to all VET training records and results throughout life.

ICT30118 - STATEMENT OF ATTAINMENT TOWARDS CERTIFICATE III IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

Entry Requirements: Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Information and Digital Technology: Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR) Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

Qualification: Statement of Attainment towards Certificate III in Information, Digital Media and Technology (240 indicative hours) 4 Preliminary and/or HSC units in total.

Course Description This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies. Possible job titles: help desk officer/assistant, ICT operations support, ICT user support, PC support, and technical support.

Core Units of Competency

- BSBWHS304 Participate effectively in WHS communication and consultation processes
- ICTICT202 Work and communicate effectively in an ICT environment
- ICTICT301 Create user documentation
- ICTICT302 Install and optimise operating system software
- ICTSAS308 Run standard diagnostic tests
- BSBSUS401 Implement and monitor environmentally sustainable work practices

Elective Units of Competency

- ICTWEB201 Use social media tools for collaboration and engagement
 - ICTWEB303 Produce digital images for the web
- Option 2**
- CUAANM301 Create 2D digital animations
 - ICTGAM303 Review and apply the principles of animation

Specialisation Study

Schools delivering the specialisation study must provide evidence of timetabled lessons for an additional 180 hours in year 12.

Option 2 for the SOA – Digital animation stream you need to complete the following competencies

- ICTICT307 Customised packaged software applications for clients
- BSBEBU401 Review and maintain a website
- ICTICT409 Develop macros and templates for clients using standard products
- ICTICT304 Implement system software changes
- CUAANM302 Create 3D digital animations
- ICTGAM301 Apply simple modelling techniques
- ICTGAM302 Review and maintain a website

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.

Qualifications

Statement of Attainment towards the ICT30118 Certificate III in Information, Digital Media and Technology

Students who achieve at least one unit of competency will be eligible for a Statement of Attainment towards the ICT30118 Certificate III in Information, Digital Media and Technology

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 to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) VET qualification or Statement of Attainment.

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

Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

Resources costs: \$0. Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: Onsite at school

Exclusions:

Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

CPC20211 CERTIFICATE II IN CONSTRUCTION PATHWAYS

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Construction (240 indicative hours) 4 Preliminary and/or HSC units in total
Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)
Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler.

Core Units of Competency

- CPCCCM1012A Work effectively & sustainably in the construction industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications
- CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry

Elective Units of Competency

- CPCCCA2002B Use carpentry tools and equipment
- CPCCCA2011A Handle carpentry materials
- CPCCCM2004A Handle construction materials
- CPCCCM2006B Apply basic levelling procedures
- CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground
- CPCCWHS1001 Prepare to work safely in the construction industry. (White Card)

Options: To gain the qualification and be eligible for the HSC, **Option 1 or Option 2 must be completed.**

Option 1

- CPCCJN2001A Assemble components
- CPCCJN2002B Prepare for off-site manufacturing process

This course contains two additional units above the qualification to meet NESAs HSC requirements.

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.

Qualifications Students who are assessed as competent in the above units of competency will be eligible for a CPC20211 Certificate II in Construction Pathways. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.

N Determinations: Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

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

Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

Resources costs: \$80 per year. Discuss payment options with your trainer
Refund Arrangements: on a pro-rata basis

Delivery Arrangements: Onsite

Exclusions:

Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

MEM10119 CERTIFICATE I IN ENGINEERING AND STATEMENT OF ATTAINMENT TOWARDS MEM20413 CERTIFICATE II IN ENGINEERING PATHWAYS

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Manufacturing and Engineering (240 indicative hours) 4 Preliminary and/or HSC units in total Board Endorsed Course. There is not an Australian Tertiary Admission Rank (ATAR) option for this course Students must complete a minimum of 35 hours of work placement to meet the requirements of the HSC.

Course Description

This board endorsed course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, and use of welding machines. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, structural steel welder, engineering draftsman, engineer (automotive, fabrications, production, plastics, marine, mechanical) boat builder/repairer and mechanical, production or marine engineer.

Core Units of Competency

- MEM13015 Work safely and effectively in manufacturing and engineering (MEM10119)
- MEMPE006A Undertake a basic engineering project (MEM20413)
- MEMPE004A Develop a career plan for the engineering and manufacturing industry (MEM20413)

Elective Units of Competency

- MEM16006 Organise and communicate information (MEM10119)
- MEM11011 Undertake manual handling (MEM10119)
- MEM18001 Use hand tools (MEM10119)
- MEM18002 Use power tools/handheld operations (MEM10119)
- MEM12024 Perform computations (MEM10119)
- MEM16008 Interact with computer technology (MEM10119)
- MEM07032 Use workshop machines for basic operations (MEM10119)
- MEMPE001A Use engineering workshop machines (MEM20413)
- MEMPE002A Use electric welding machines (MEM20413)
- MEMPE004A Use fabrication equipment (MEM20413)

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a MEM10119 Certificate I in Engineering and a statement of attainment towards MEM20413 Certificate II in Engineering Pathways. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards MEM10119 Certificate I in Engineering. MEM10119 Certificate I in Engineering will be delivered and assessed in the preliminary year and the Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will be delivered and assessed in the HSC year.

Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

External Assessment (optional HSC examination): No. There is not an external assessment (optional HSC examination) for this course and this course does not contribute towards an ATAR.

Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

Resources costs: \$80 per year. Discuss payment options with your trainer
Refund Arrangements: on a pro-rata basis

Delivery Arrangements: Onsite

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

SIT20316 CERTIFICATE II IN HOSPITALITY

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. Students work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.

This qualification provides a pathway to work in various hospitality settings including restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.

Core Units of Competency

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

Elective Units of Competency

- SITXFSA001 Use hygienic practices for food safety
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITHCCC001 Use food preparation equipment
- SITXFSA002 Participate in safe food handling practices
- BSBSUS201 Participate in environmentally sustainable work practices
- BSBCMM201 Communicate in the Workplace

This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for SIT20316 Certificate II in Hospitality. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20316 Certificate II in Hospitality. Portfolios of evidence are required in some units of competency in this course.

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 to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

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

Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

Resources costs: \$130 per year. Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: Onsite

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

SIT20416 CERTIFICATE II IN KITCHEN OPERATIONS

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks.

This qualification provides a pathway for commercial cooks into commercial cookery including work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care, hospitals, prisons, schools.

Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

Core Units of Competency

- BSBWOR203 Work effectively with others
- SITHCCC001 Use food preparation equipment
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHCCC011 Use cookery skills effectively
- SITHKOP001 Clean kitchen premises and equipment
- SITXFSA001 Use hygienic practices for food safety
- SITXINV002 Maintain the quality of perishable items
- SITXWHS001 Participate in safe work practices

Elective Units of Competency

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

This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a SIT20416 Certificate II in Kitchen Operations. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations. Portfolios of evidence are required for some units of competency in this course.

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 to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met the NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

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

Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

Resources costs: \$130 per year. Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis.

Delivery Arrangements: Delivery onsite in trade training centre.

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

SIR30216 CERTIFICATE III IN RETAIL

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Retail Services (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

Course Description This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will gain skills in communication, safe work practices, customer service, retail technology, stock control, teamwork, designing and creating displays, using cash registers, scanners, computers, telephones and routine work activities within the retail sectors. Occupations in the retail services industry include sales assistant, customer service representative, checkout operator, buyer, stock controller, sales manager, visual merchandise, marketing manager, manager /owner of a small business, department manager and retail executive.

Core Units of Competency

- SIRXCEG001 Engage the customer
- SIRXWHS002 Contribute to workplace health and safety
- SIRXRSK001 Identify and respond to security risks
- SIRXSL001 Sell to the retail customer
- SIRXIND001 Work effectively in a service environment
- SIRXCOM002 Work effectively in a team
- SIRXCEG002 Assist with customer difficulties
- SIRXCEG003 Build customer relationships and loyalty

Elective Units of Competency

- SIRRMER001 Produce visual merchandise displays
- SIRXPDK001 Advise on products and services
- SIRRINV001 Receive and handle retail stock
- SIRRINV002 Control stock
- SIRXIND002 Organise and maintain the store environment
- SIRXSL002 Follow point-of-sale procedures

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a SIR30216 Certificate III in Retail Services. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIR30216 Certificate III in Retail Services.

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 to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.

N Determinations: Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

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

Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

Resources costs: \$25 per year. Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: Onsite

Exclusions: Course exclusions apply to students undertaking beauty, hairdressing and retail services courses. Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

AHC21216 CERTIFICATE II IN RURAL OPERATIONS

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course

Primary Industries (240 indicative hours)
 4 Preliminary and/or HSC units in total
 Board Developed Course
 Category B status for Australian Tertiary Admission Rank (ATAR)
 Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides an entry level occupational outcome in agriculture. Students will be able to gain skills and knowledge in a range of activities and functions in the production and care of livestock and/or plants, safety, maintaining and using equipment such as tractors, chemical use, interpreting weather and sustainability. Skills gained in this industry transfer to other industries. Job roles and titles vary across different industry sectors. Possible occupations in this industry include farm or station hand/labourer, shearer, livestock breeder/attendant/ stockperson, horticultural assistant and farmer/farm manager.

Core Units of Competency

- AHCWHS201 Participate in WHS processes
- AHCWRK209 Participate in environmentally sustainable work practices
- AHCWRK204 Work effectively in the industry

Elective Units of Competency

- AHCWRK201 Observe and report on weather
- AHCCHM201 Apply chemicals under supervision
- AHCPMG201 Treat weeds

Healthy Plants

- AHCPMG202 Treat plant pests, diseases and disorders
- AHCNSY202 Care for nursery plants
- AHCPCM201 Recognise plants

Optional Clusters

- AHCMOM202 Operate tractors
- AHCMOM304 Operate machinery and equipment
- AHCLSK209 Monitor water supplies
- AHCINF202 Install, maintain and repair farm fencing
- AHCINF201 Carry out basic electric fencing operations
- AHCNSY201 Pot up plants
- AHC SOL202 Assist with soil or growing media sampling and testing
- AHCNSY203 Undertake propagation activities

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted
Support services may be available to meet needs of individual students.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for AHC21216 Certificate II in Rural Operations. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards AHC21216 Certificate II in Rural Operations.

Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.

N Determinations: Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an Australian Qualifications Framework (AQF) qualification.

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

Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

Resources costs: \$35 per year. Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: Onsite

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT's)

SCHOOL-BASED APPRENTICESHIPS OR TRAINEESHIPS

Many of our courses can be completed as part of a school based apprenticeship or school based traineeship. Enjoy the benefits of part-time work and training as part of your HSC.

WHAT IS A SCHOOL BASED TRAINEESHIP?

School based traineeships are available to all Year 10, 11 and 12 students in NSW. They allow students to complete a traineeship while at school, combining paid work and training to obtain an industry recognised national qualification and credit towards the HSC. Traineeships undertaken as Board Developed Courses may be used to count towards the ATAR.

HOW IS A TRAINEESHIP ORGANISED?

Once a student and an employer identify they would like to enter into a traineeship agreement, the student should speak to their school careers advisor who will commence the process on their behalf. School based traineeships are established and protected in the same way as a fulltime traineeship. The parties to the traineeship (that is, the employer and the trainee/parent or guardian) sign a training contract. The training contract sets out the responsibilities and obligations of each party. The training contract is prepared and lodged with State Training Services by the chosen Australian Apprenticeship Centre.

HOW LONG DOES IT TAKE TO COMPLETE?

A school based traineeship is undertaken over two years with completion of the formal training by the end of Term 3 of the HSC year. Trainees are released from school one day per week to undertake the on the job training component. As 100 days of on the job training are required to successfully complete a traineeship, additional days during holiday breaks or on weekends will be need to be undertaken. All on the job days are negotiated between the stakeholders at the time of signing the training plan. Formal training is delivered via hard copy workbooks.

THE TRAINING PLAN

A training plan will be developed outlining the units of competency to be undertaken over the duration of the traineeship. Units are taken from the Board of Studies syllabus and electives are selected to reflect the needs of the employer and student. Every trainee has an individual training plan. The plan also includes a proposed pattern of the on the job and off the job components. Once the plan has been developed in line with Board of Studies requirements, a sign up meeting will be organised for all stakeholders – student, parent/guardian, school, Riverina Institute trainer or their representative, employer and apprenticeship centre.

To find out more and view the variety of apprenticeships/traineeships available, check out the website:

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

Further information and application forms are available from your school careers advisor or you can contact your local School Engagement Officer through your TAFE campus.

EXTERNALLY DELIVERED (EVET) BOARD DEVELOPED COURSES CATEGORY B

EXTERNALLY DELIVERED VET (EVET)

Externally Delivered Vocational Education and Training (EVET) courses are delivered by TAFE or other VET Providers. EVET allow school students to gain workplace skills and experience to get a head-start on their career.

EVET ALLOWS YOU TO:

- Gain practical, work-related skills to enhance your future employment opportunities.
- Complete units that count towards your Higher School Certificate (HSC).
- Start or complete a nationally-recognised VET qualification while still at school.
- When you finish your EVET course you'll receive a nationally-accredited Certificate qualification or a Statement of Attainment. Most EVET courses articulate into further TAFE, or Private College courses.
- Contributes towards Higher School Certificate (HSC) and ATAR

EVET courses are offered across a variety of job areas, such as children's services, automotive mechanics, animal studies, human services (nursing), and many more.

All EVET courses count towards a student's HSC. EVET Industry Curriculum Framework (ICF) courses may contribute to the Australian Tertiary Admissions Rank (ATAR) with students having ability to sit for an optional Higher School Certificate exam. All ICF courses include mandatory work placement of 70 hours over 2 years.

WORK PLACEMENT

Many EVET courses include some time working in the industry area of your course. This is called 'work placement' and it gives students the chance to learn new skills and apply the skills they have already learnt as part of their course.

Work placement helps students to:

- Gain insights into the kind of career they would like to have.
- Make informed decisions about further training and study.
- Become more employable.
- Be better equipped for business and employment opportunities .

When applying for an EVET course, students and their parents will need to show that:

- Career pathway planning is integral to the student's course selection.

The student understands the commitment required, including:

- The completion of all course requirements, including mandatory work placement.
- Regular attendance. Students are responsible for arranging their own travel and meeting the travel costs.
- Time-tabling issues which may require students to catch up on class work missed at school.
- Applications to undertake an EVET courses occur during Term 3.

Contact the school's VET Coordinator or Careers Adviser for details on what VET courses are available and how to apply.

AUTOMOTIVE - MECHANICAL TECHNOLOGY

COURSE DESCRIPTION

You will gain a range of skills suitable for employment in the automotive industry. This stream of study focuses on providing you with the knowledge and skills in performing minor service and preparatory work in the light or heavy vehicle mechanical area of the automotive industry.

<p>DELIVERY PATTERN 2u x 2yrs (240hrs)</p> <p>QUALIFICATION Certificate II in Automotive Vocational Preparation (AUR20716)</p> <p>POTENTIAL QUALIFICATION OUTCOME Full Certificate</p> <p>COURSE TYPE ICF</p> <p>STAGE 6</p> <p>INDUSTRY AREA Transport</p> <p>ATAR ELIGIBLE Yes</p> <p>MANDATORY WORK PLACEMENT HOURS 70</p> <p>CAREER OPPORTUNITIES Trades assistant, vehicle service assistant, automotive service assistant, trainee service person, automotive trainee and/or automotive apprentice.</p> <p>PROVIDER TAFE NSW South Region</p> <p>LOCATION Young</p> <p>DELIVERY MODES Face to Face</p> <p>COURSE REQUIREMENTS Students should wear suitable clothing for an Automotive workshop environment (long pants and short/long sleeve shirt) and ensure they wear fully enclosed leather footwear (i.e. work boots) as per workshop requirements. Notebook and pen.</p>	<p>MANDATORY COMPETENCIES</p> <ul style="list-style-type: none">• AURAEA002 - Follow environmental and sustainability best practice in an automotive workplace• AURFAA003 - Communicate effectively in an automotive workplace• AURFAA004 - Resolve routine problems in an automotive workplace• AURASA002 - Follow safe working practices in an automotive workplace• AURETRO03 - Identify automotive electrical systems and components• AURLTA001 - Identify automotive mechanical systems and components• AURTTE004 - Inspect and service engines• AURTTK002 - Use and maintain tools and equipment in an automotive workplace <p>ADDITIONAL LOCATION SPECIFIC COMPETENCIES</p> <ul style="list-style-type: none">• AURETRO15 - Inspect, test and service batteries• AURTTA002 - Assist with automotive workplace activities• AURTTA004 - Carry out servicing operations• AURTTE003 - Remove and tag engine system components
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ELECTRO-TECHNOLOGY

COURSE DESCRIPTION

These courses will provide you with entry level training for employment in the electro-technology industry. You will cover skills in safe work practices, problem solving and routine work activities. Learn how to design, install, service, repair and maintain electrical and electronic equipment.

<p>DELIVERY PATTERN 2u x 2yrs (240hrs)</p> <p>QUALIFICATION Certificate II in Electro-technology (Career Start) (UEE22011)</p> <p>POTENTIAL QUALIFICATION OUTCOME Full Certificate</p> <p>COURSE TYPE ICF</p> <p>STAGE 6</p> <p>INDUSTRY AREA Manufacturing, Engineering & Utilities</p> <p>ATAR ELIGIBLE Yes</p> <p>MANDATORY WORK PLACEMENT HOURS 70</p> <p>CAREER OPPORTUNITIES Apprenticeships in the areas of air conditioning, refrigeration and electrical fitting.</p> <p>PROVIDER TAFE NSW South Region</p> <p>LOCATION Young</p> <p>DELIVERY MODES Face to Face</p> <p>COURSE REQUIREMENTS Students should wear suitable clothing for a workshop environment (long pants and long sleeve shirt) and ensure they wear fully enclosed leather footwear (i.e. work boots) as per workshop requirements. Students should also bring a calculator to class. Notebook and pen.</p>	<p>MANDATORY COMPETENCIES</p> <p>UEENEEE101A - Apply Occupational Health and Safety regulations, codes and practices in the workplace</p> <p>UEENEEE102A - Fabricate, assemble and dismantle utilities industry components</p> <p>UEENEEE104A - Solve problems in d.c. circuits</p> <p>UEENEEE105A - Fix and secure electro-technology equipment</p> <p>UEENEEE107A - Use drawings, diagrams, schedules, standards, codes and specifications</p> <p>UEENEEE148A - Carry out routine work activities in an energy sector environment</p> <p>UEENEEK142A - Apply environmentally and sustainable procedures in the energy sector</p> <p>ADDITIONAL LOCATION SPECIFIC COMPETENCIES</p> <p>CPCCOHS1001A - Work safely in the construction industry</p> <p>UEENEEED101A - Use computer applications relevant to a workplace</p> <p>UEENEEE141A - Use of routine equipment/plant/technologies in an energy sector environment</p> <p>UEENEEE179A - Identify and select components, accessories and materials for energy sector work activities</p>
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HUMAN SERVICES - NURSING

COURSE DESCRIPTION

This course will equip you with knowledge about allied health administration, medical terminology and basic business skills. You will learn how to work with, and facilitate the empowerment of, people with acute conditions, people with disabilities, people with mental health issues, people from diverse backgrounds and people experiencing, or at risk of, homelessness. You will also learn how to respond effectively to behaviours of concern, and how provide first aid and basic emergency life support.

<p>DELIVERY PATTERN 2u x 2yrs (240hrs)</p> <p>QUALIFICATION Certificate III in Health Services Assistance (Assisting in nursing work in acute care) (HLT33115)</p> <p>POTENTIAL QUALIFICATION OUTCOME Statement of Attainment</p> <p>COURSE TYPE ICF</p> <p>STAGE 6</p> <p>INDUSTRY AREA Health and Community Services</p> <p>ATAR ELIGIBLE Yes</p> <p>MANDATORY WORK PLACEMENT HOURS 80</p> <p>CAREER OPPORTUNITIES Nursing Assistant, Nursing Support Worker, Ward-person or a Patient Care Attendant. You'll be able to work in Aged Care Facilities, Hospitals, Clinics, Private Medical Practices, and Home and Community Care Services.</p> <p>PROVIDER TAFE NSW South Region</p> <p>LOCATION Young</p> <p>DELIVERY MODES Face to Face</p> <p>COURSE REQUIREMENTS Students undertaking this course may be required to undergo occupational assessment, screening and vaccination, apply for a Working with Children Check and undertake a National Police Check. Students should be at least 16 years old to undertake the work placement.</p>	<p>MANDATORY COMPETENCIES</p> <p>CHCCOM005 - Communicate and work in health or community services</p> <p>CHCDIV001 - Work with diverse people</p> <p>HLTAAP001 - Recognise healthy body systems</p> <p>HLTAID003 - Provide first aid</p> <p>HLTAIN001 - Assist with nursing care in an acute care environment</p> <p>HLTINF001 - Comply with infection prevention and control policies and procedures</p> <p>HLTWH5001 - Participate in workplace health and safety</p> <p>ADDITIONAL LOCATION SPECIFIC COMPETENCIES</p> <p>BSBMED301 - Interpret and apply medical terminology appropriately</p> <p>BSBWOR301 - Organise personal work priorities and development</p> <p>CHCAGE001 - Facilitate the empowerment of older people</p> <p>CHCCCS002 - Assist with movement</p> <p>CHCCCS012 - Prepare and maintain beds</p> <p>CHCCCS020 - Respond effectively to behaviours of concern</p> <p>CHCCCS026 - Transport individuals</p> <p>HLTAIN002 - Provide non-client contact support in an acute care environment</p>
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HUMAN SERVICES - ALLIED HEALTH ASSISTANCE

COURSE DESCRIPTION

This qualification reflects the role of allied health assistants who provide assistance to allied health professionals under predetermined guidelines. Depending on the setting, work may include following treatment plans for therapeutic interventions and/or conducting programs under the regular direct, indirect or remote supervision of an allied health professional.

<p>DELIVERY PATTERN 2u x 2yrs (240hrs)</p> <p>QUALIFICATION Certificate III in Allied Health Assistance (HLT33015)</p> <p>POTENTIAL QUALIFICATION OUTCOME Full Certificate</p> <p>COURSE TYPE ICF</p> <p>STAGE 6</p> <p>INDUSTRY AREA Health and Community Services</p> <p>ATAR ELIGIBLE Yes</p> <p>MANDATORY WORK PLACEMENT HOURS 80</p> <p>CAREER OPPORTUNITIES Allied Health Assistant, Medical Imaging Assistant, Occupational Therapy Assistant, Physiotherapist's Assistant, Podiatrist's Assistant</p> <p>COURSE REQUIREMENTS Students undertaking this course may be required to undergo occupational assessment, screening and vaccination, apply for a Working with Children Check and undertake a National Police Check. Students should be at least 16 years old to undertake the work placement.</p>	<p>PROVIDER TAFE NSW South Region</p> <p>LOCATION Young</p> <p>DELIVERY MODES Face to Face</p> <p>MANDATORY COMPETENCIES</p> <p>CHCCOM005 - Communicate and work in health or community services</p> <p>CHCDIV001 - Work with diverse people</p> <p>HLTAAP001 - Recognise healthy body systems</p> <p>HLTAHA001 - Assist with an allied health program</p> <p>HLTAID003 - Provide first aid</p> <p>HLTINF001 - Comply with infection prevention and control policies and procedures</p> <p>HLTWH5001 - Participate in workplace health and safety</p> <p>ADDITIONAL LOCATION SPECIFIC COMPETENCIES</p> <p>CHCCCS002 - Assist with movement</p> <p>CHCCCS020 - Respond effectively to behaviours of concern</p>
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BUSINESS SERVICES - CERTIFICATE II BUSINESS

COURSE DESCRIPTION

You will acquire a range of business, technology, interpersonal and organisational skills for employment in clerical and administrative positions.

<p>DELIVERY PATTERN 2u x 2yrs (240hrs)</p> <p>QUALIFICATION Certificate II in Business (BSB20115)</p> <p>POTENTIAL QUALIFICATION OUTCOME Full Certificate</p> <p>COURSE TYPE ICF</p> <p>STAGE 6</p> <p>INDUSTRY AREA Business and Information Services</p> <p>ATAR ELIGIBLE Yes</p> <p>MANDATORY WORK PLACEMENT HOURS 70</p> <p>CAREER OPPORTUNITIES Office administrator, administration or office assistant, receptionist, personal assistant.</p> <p>PROVIDER TAFE Digital</p> <p>LOCATION OTEN</p> <p>DELIVERY MODES This course is fully delivered online</p>	<p>MANDATORY COMPETENCIES</p> <ul style="list-style-type: none">• BSBCUS201 - Deliver a service to customers• BSBIND201 - Work effectively in a business environment• BSBINM201 - Process and maintain workplace information• BSBINN201 - Contribute to workplace innovation• BSBSUS201 - Participate in environmentally sustainable work practices• BSBWHS201 - Contribute to health and safety of self and others• TLIP2029 - Prepare and process financial documents <p>ADDITIONAL LOCATION SPECIFIC COMPETENCIES</p> <ul style="list-style-type: none">• BSBCMM201 - Communicate in the workplace• BSBINM202 - Handle mail• BSBITU201 - Produce simple word processed documents• BSBITU202 - Create and use spreadsheets• BSBWOR202 - Organise and complete daily work activities• BSBWOR203 - Work effectively with others• BSBWOR204 - Use business technology
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**EXTERNALLY DELIVERED
BOARD ENDORSED COURSES
Not ATAR Eligible**

BEAUTY SERVICES – MAKE UP

COURSE DESCRIPTION

Acquire skills in designing and applying make-up, cleansing skin, demonstrating the use of skin care products and applying nail technology. Learn to use your product knowledge to consult with clients and make recommendations on products.

<p>DELIVERY PATTERN 2u x 2yrs (240hrs)</p> <p>QUALIFICATION Certificate III in Make-Up (SHB30215) Potential Qualification Outcome: Statement of Attainment</p> <p>COURSE TYPE BEC</p> <p>STAGE 6</p> <p>INDUSTRY AREA Services Industries – Other</p> <p>ATAR ELIGIBLE No</p> <p>LOCATION Young</p>	<p>PROVIDER TAFE</p> <p>DELIVERY MODES Face to Face</p> <p>MANDATORY WORK PLACEMENT HOURS 35</p> <p>CAREER OPPORTUNITIES Make-up artist, beauty assistant working in the film/television industry or beautician. Provider: TAFE NSW South Region</p> <p>COURSE REQUIREMENTS Students should wear school uniform or black clothing and fully enclosed shoes. Notebook and pen</p>
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SALON ASSISTANT

COURSE DESCRIPTION

You will develop practical skills including how to braid, apply colour and blow-wave, as well as learn head, neck and shoulder massage skills.

<p>DELIVERY PATTERN 3u x 1yrs (180hrs) QUALIFICATION Certificate II in Salon Assistant (SHB20216) POTENTIAL QUALIFICATION OUTCOME Full Certificate COURSE TYPE BEC STAGE 6 INDUSTRY AREA Services Industries – Other ATAR ELIGIBLE No MANDATORY WORK PLACEMENT HOURS 35 CAREER OPPORTUNITIES This course is for people who want to gain employment as a hairdressing salon assistant or hairdressing receptionist. ADDITIONAL LOCATION SPECIFIC COMPETENCIES: PROVIDER TAFE NSW West Region LOCATION Young DELIVERY MODES Face to Face</p>	<p>MANDATORY COMPETENCIES BSBWHS201 - Contribute to health and safety of self and others SHHBAS001 - Provide shampoo and basin services SHBHDES001 - Dry hair to shape SHBHIND001 - Maintain and organise tools, equipment and work areas SHBXCCS001 - Conduct salon financial transactions SHBXCCS003 - Greet and prepare clients for salon services SHBXIND001 - Comply with organisational requirements within a personal services environment SHBXIND002 - Communicate as part of a salon team</p>
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EARLY CHILDHOOD EDUCATION AND CARE

Course description: This course will give you the skills to begin a career in children's services and work with young children and assist in their educational development. The course will develop skills in planning, implementing and managing programs in early childhood education and care settings, in accordance with licensing, accreditation and duty of care requirements. This course will give you the opportunity to complete the full Certificate III in Early Childhood Education and Care as part of your HSC.

<p>DELIVERY PATTERN 4u x 2yrs (480hrs) QUALIFICATION Certificate III in Early Childhood Education and Care (CHC30113) POTENTIAL QUALIFICATION OUTCOME Full Certificate COURSE TYPE BEC STAGE 6 INDUSTRY AREA Health and Community Services ATAR ELIGIBLE No MANDATORY WORK PLACEMENT HOURS 120 CAREER OPPORTUNITIES Early childhood educator in a regulated early childhood service e.g. preschool, long day care and family day care. PROVIDER TAFE NSW South Region LOCATION Young DELIVERY MODES Face to Face COURSE REQUIREMENTS Students undertaking this course may be required to undergo occupational assessment, screening and vaccination, apply for a Working with Children Check and undertake a National Police Check. Students should be at least 16 years old to undertake the work placement.</p>	<p>MANDATORY COMPETENCIES CHCDIV002 - Promote Aboriginal and/or Torres Strait Islander cultural safety CHCECE001 - Develop cultural competence CHCECE002 - Ensure the health and safety of children CHCECE003 - Provide care for children CHCECE004 - Promote and provide healthy food and drinks CHCECE005 - Provide care for babies and toddlers CHCECE007 - Develop positive and respectful relationships with children CHCECE009 - Use an approved learning framework to guide practice CHCECE010 - Support the holistic development of children in early childhood CHCECE011 - Provide experiences to support children's play and learning CHCECE013 - Use information about children to inform practice CHCLEG001 - Work legally and ethically CHCPRT001 - Identify and respond to children and young people at risk HLTAID004 - Provide an emergency first aid response in an education and care setting HLTWHS001 - Participate in workplace health and safety ADDITIONAL LOCATION SPECIFIC COMPETENCIES CHCECE006 - Support behaviour of children and young people CHCECE012 - Support children to connect with their world CHCECE026 - Work in partnership with families to provide appropriate education and care for children</p>
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